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ABSTRACT

Concerned with comprehensive career development and career guidance programs for grades K-14, the major emphases of this project were: (1) identifying major needs of and gaps in existing career development resources, (2) developing a series of learner directed multimedia career development modules, (3) designing and conducting a series of workshop presentations on the use of career development modules for guidance personnel, and (4) preparing counselors to use the new career development resources in developing comprehensive career development programs. A substantial portion of the document consists of seven complete career development modules used in school systems to actively help in students' career planning and decision making: (1) Value Exploration and Clarification, (2) Learning About Self, (3) Goal Setting and Planning for Oneself, (4) Broadening Career Perspectives, (5) Coping with Environmental Barriers, (6) Using Resources in Effective Career Planning and (7) Working More Effectively and Efficiently. Each module, used successfully at the ninth grade level, has been subjected to field testing. A review of present use, suggestions for implementation, and consideration of the future development of career modules are explored in the final chapter. A guide to career games, simulations, assessment measures, and a 27-page annotated bibliography are offered. (MW)

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Final Report

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IMPROVING OCCUPATIONAL EXPLORATION AND CAREER PLANNING THROUGH THE DEVELOPMENT AND UTILIZATION OF LEARNER DIRECTED CAREER DEVELOPMENT RESOURCES

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Abstract

This project was built upon the experiences and outcomes of an earlier project which involved developing objectives and designing comprehensive career development and career guidance programs for grades K-14. Major emphases of this project were: (1) identifying major needs of and gaps in existing career development resources, (2) developing a series of learner directed multi-media career development modules, (3) designing and conducting a series of workshop presentations on the use of career development modules for counselors and vocational educators and state supervisors of guidance, and (4) utilizing existing dissemination networks to acquaint and prepare counselors to use the new career development resources in developing comprehensive career development programs.

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CHAPTER I

INTRODUCTION

We have experienced a call for greater emphasis in the area of career development. Counselors have been asked to do more in this area, and to involve a greater number of students in the entire process. How these things are to be done has never really been specified. What the counselor's role should be continues to be vague. A respectable number of programs and practices in the career area have not developed as rapidly as expected; and those that have, simply haven't been made available to a large number of counselors. The technology, slow in developing, has not kept pace with the requests by community, administrators, teachers and students.

Career Development in the Schools

The above concern was seen as critical in nature when researching and reviewing current career development emphases, needs and status in the schools. Review of the research produced the following conclusions:

> The schools and colleges of America had felt a steadily increasing spirit of malaise among students searching for a purpose.
>
> Taxpayers were no longer willing to put their trust blindly in education; fewer than half the school finance referenda were passing.
>
> President Nixon had, in 1970, asked for broad reform in education, calling a halt to more Federal money for more-of-the-same.
>
> After 5 years of Federal investment in compensatory education, the formula for improving the quality of education for the disadvantaged continued to elude us.
>
> Fully a third of the high school students (more in the big cities) were enrolled in the general curriculum, leading neither to college nor to an occupation.
>
> Many young people were entering college without a goal or purpose beyond the acceptance of the social dictum that college was a good thing and therefore a good thing for

everybody--a value system seemingly reinforced by parents, counselors and teachers.

Intellectual snobbery sustained the age-old stereotype that declared traditional vocational education in secondary school to be "fine for someone else's children."

Unemployment was dangerously high, while technically oriented jobs were unfilled.

The American people--employers, parents, labor organizations, and especially students--were expecting more from education than they were getting without necessarily voicing the precise terms of their discontent. As Walt Whitman stated the proposition:

> Now understand me well--It is provided in the essence of things, that from any fruition of success, no matter what, shall come forth something to make a greater struggle necessary.[1]

Existing Technology and Career Development

With a clearly evidenced gap between the desire by teachers, counselors, administrators, and community to do something in career development and comprehensive on-going career development programs, the next step taken by the researchers was to study what was available in the way of technology in the area. (Technology here is defined as (1) materials such as games, kits, curriculum, (2) human skills, and (3) organizational procedures so designed to have optimum impact.)

Because of the broad, far reaching scope of career development, emphasis in the present study was focused upon that which was available for junior and senior high school populations. Conclusions of this phase of the study included the following:

(1) Available on the market was a number of kits, games, printed materials, and films, of which the following were the most common:

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[1] Statements from S. P. Marland, Jr., Essays on Career Development, Northwest Regional Educational Laboratory, U.S. Office of Education/ National Institute of Education, 1973

GAMES AND SIMULATION

Careers, Parker Bros., Salem Mass. $4.00. In this game each player decides, as in real life, what his own success formula will be. To obtain this success, the player goes through the various occupations for which he meets the requirements. The first player to achieve his own success formula is the winner of the game.

The Career Game, Educational Progress Corporation, 8538 E. 41st St., Tulsa, Oklahoma. $74.50. This is a semi-programmed game that focuses on career possibilities. By making a series of decisions (process of elimination involved) the player eventually discovers a career choice. His decisions along the way have been based on sound career information, an "educational price" attached to each choice, and his own individual interests, aptitudes, values and aspirations. Warning signals are frequent.

The Game of Life, Milton Bradley Co., Springfield, Mass. $5.00. In this game each player starts out on Life's highway. As the player travels, he/she comes to forks in the road and in most instances, the longer way offers greater rewards, but also greater penalties.

Human Relations Kit, McGraw-Hill Book Co., New York, New York. $169.50. This kit contains activity-oriented tapes, filmstrips, booklets and apparatus designed to develop positive work habits, attitudes and social skills.

Job Experience Kit, Science Research Associates, Chicago, Illinois. $130.00. In this kit are 20 individual packets which represent various fields of work. Each packet is designed to give students an opportunity to solve successfully problems typical of a certain occupation. Where appropriate and feasible, actual occupational tools are included.

Life Career, Western Publishing Co., Inc., New York, New York. $35.00. Players walk through a span of eight years in the future, as the decisionmakers for a fictitious person presented to them in the form of a profile or case history. Periodically, players are fed back the consequences of their decisions.

Society Today, CRM Books, Del Mar, California. $6.95. This game reflects life in today's complex society - ever-changing conditions, twists of fate, great potentials, etc. As in life itself, what counts is your knowledge, judgment, confidence, luck and skill - your ability to make things happen the way you want them to happen. High school seniors to adults.

Career Kits, Largo, Florida. $172.00 complete. Each of these five kits contains printed occupational information in a "job brief" format.

Business Careers Kit
Health Careers Kit
Industrial Careers Kit
Science Careers Kit
Semi-Skilled Careers Kit

Careers For High School Graduates, Science Research Associates, Chicago, Illinois. $38.25. This kit contains job briefs relating to careers for high school graduates.

Careers For Women Kit, Science Research Associates, Chicago, Illinois. $36.25. This kit contains job briefs relating to careers for women.

College Entrance Viewdeck, Chronicle Guidance Publications, Inc., Moravia, New York. $160.00. This is basically a file of college information on two and four year schools. The resource is organized so that a student selects desired factors (major area, geographic location, etc.) about the training he would like to receive. These factor cards are then put in the lighted Viewdeck to reveal names of colleges which offer these particular opportunities.

Occupational Exploration Kit, Science Research Associates, Chicago, Illinois. $107.50. These kits include a device called an "Occuscan." This allows students to choose their own interest areas and evaluate their scholastic strengths and weaknesses so as to come up with job briefs that are appropriate for them.

Work Widening Occupational Roles Kit, Science Research Associates, Chicago, Illinois. $158.50. This kit contains job briefs written in story format. Early middle school only.

Assessment Measures

Educational Inventories

Educational Interest Inventory, Educational Guidance, Inc., Dearborn, Michigan 48120. $2.00 specimen set.

Survey of Study Habits and Attitudes, The Psychological Corporation, 304 East 45th Street, New York, New York 10017. $1.25 specimen set (also available in Spanish edition).

Personality Inventories

California Psychological Inventory, Consulting Psychologists Press, Palo Alto, California 94306. $1.00 specimen set.

Edwards Personality Inventory, SRA, Chicago, Illinois 60611. $5.00 specimen set.

Edwards Personal Preference Schedule, The Psychological Corporation, New York, New York 10017. $.75 specimen set.

Eysenck Personality Inventory, Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107. $2.25 specimen set.

Junior Eysenck Personality Inventory, P.O. Box 7234, San Diego, California, 92107. $2.25 specimen set.

Vocational Interest Inventories

Career Planning Program, American College Testing Program, 133 No. Prospect Street, Bowling Green, Ohio 43402. Administered on specific dates at test centers, three hours test time costing $6.00 per examinee.

Gordon Occupational Checklist, Harcourt, Brace Jovanovich, Inc., New York, New York 10017. $1.50 speciment set.

Minnesota Importance Questionnaire, Vocational Psychology Research, Elliott Hall, University of Minnesota, Minneapolis, Minnesota 55455.

Minnesota Vocational Interest Inventory, The Psychological Corporation, New York, New York 10017. $1.00 specimen set.

Ohio Vocational Interest Survey, Harcourt, Brace Jovanovich, Inc., New York, New York 10017. $1.75 specimen set.

Strong Vocational Interest Blank, Consulting Psychologists, Palo Alto, California 94306. $6.00 specimen set.

The Self-Directed Search, Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306. $2.50 specimen set.

How Well Do You Know Your Interests? Executive Analysis Corporation, 50 East 42nd Street, New York, New York 10017. $3.50 specimen set.

California Occupational Reference Survey, Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107. $2.25 specimen set.

Vocational Tests

Dailey Vocational Tests, Houghton Mifflin Company, Boston, Massachusetts. Business English Test, Spatial Visualization Test, Technical and Scholastic Test, $3.00 specimen set.

Flanigan Aptitude Classification Tests, Science Research Associates, Chicago, Illinois. $3.25 specimen set.

Vocational Planning Inventory - High School Prediction Program, SRA Inc., Chicago, Illinois 60611. $2.20 specimen set.

Work Values Inventories

Hall Occupational Orientation Inventory, Follett Publishing Company, Chicago, Illinois.

Work Values Inventory, Houghton Mifflin Company, Boston, Massachusetts. $.90 specimen set.

(2) Research as to what career resource was most effective for a particular setting was not available.

Although a variety of commercial resources was uncovered, little was written which would help the public school user in terms of picking resources most appropriate to his needs and the needs of the school. The Guidance Director or Principal was left to make critical decisions, often involving large sums of money, on little or no data. To decide between one kit or another depended more upon the popularity of the commercial company's name and the price than upon hard study and analysis as to what would be most effective in terms of student use and resultant student behavior.

(3) Field Testing in terms of technology available on the market was varied.

Some kits were tested with large samples of students, while others had been developed after use with only a handful of students. Long-term effects and student use were not studied and reported by the developers.

(4) Resources were not well integrated with other school materials or functions.

Most materials available were seen as "one-shot" devices. In other words, little attention was directed toward how the material fit within the existing school system. Because of this fact, cohesion and relevance were difficult for many school career development programs, unless extensive effort could be made to examine and redevelop existing resources. Plans for coordinating programs were seen as necessary in many school systems, but the time for such coordination was seldom realistically allotted.

(5) Means of fusing existing resources into the total curriculum of the school were seldom ennumerated.

For example, many of the documents related to accountability that have been reviewed by the ERIC/CAPS staff suggest that counselors are concerned with the need to organize innovative guidance programs, but are unknowledgable about strategies for implementing these program changes. In essence, there is a growing awareness of needed "ends" but little procedural information regarding specific "means

(6) How to use resources--necessary skills, background, experience--was not clearly spelled out.

One would tend to believe when reviewing much of the available career material that anyone could use it successfully in a classroom. On the other hand, research has provided evidence that the user's knowledge and skill are crucial in terms of a program's effectiveness with students. Yet few programs provided training on how to use the career materials other than furnishing a manual for the teacher or counselor to read.

(7) It is too early to judge the degree of follow-up in terms of resource effectiveness and resource revision.

Most kits, games, and curricula have not been in use long enough to allow for extensive follow-up in terms of student behavior. It is also too early to judge whether developers are using feedback from the practitioners in terms of revision and redevelopment.

Career Development Adoption Problems

Because of adoption difficulties discerned by researchers in their direct contact with public school workers and through readings, additional comments in this area were deemed necessary. The following points summarize the career development adoption scene.

(1) Career development adoption strategies have not been thoroughly explored by resource developers or career development users.

(2) Many programs have failed because of lack of study in terms of program adoption.

(3) A plan is needed in terms of program adoption. A model of a plan for change is suggested by Dr. Ronald Havelock in his book, The Change Agent's Guide to Innovation in Education. The model includes the following 6 steps.

(a) Relationship
The first thing the successful change agent needs to develop is a viable relationship with the client system or a solid base within it. A secure and reasonably well delineated helping role is an essential point of departure. Often this requires identifying those individuals in the client system who have influence and can best work with the change agent.

Frequently, the counselor places his single focus on the student. Certainly this is important, but if the counselor wishes to make meaningful changes in his program he must be willing to develop channels of communication with the faculty, administration, and community.

(b) Diagnosis
Once established in the client system, the change agent must turn to the problem at hand. He must find out if the client is aware of his own needs and if the client is able to articulate his needs as problem statements.

This stage suggests that the counselor's responsibility in evaluating "problem areas" in his school setting are two-fold. First, he must be willing to exert a great deal of effort in locating the weaknesses in the guidance services he offers. Second, and equally important, the counselor should emphasize that identified problem areas in the guidance program are directly related to the well-being of the total school community.

(c) Acquiring Relevant Resources

Having defined his problem, the client needs to identify and obtain resources relevant to solutions.

Seeking solutions obviously is not an easy task. In order to obtain information regarding all possible alternatives, the counselor must be aware of all of the resources available to him. These include assistance from teachers and consultants from other schools, published books dealing with specific guidance innovations, and community resource persons.

(d) Choosing the Solution

The client now needs to derive implications, generate a range of alternatives, and settle upon a potential solution.

"Systematic" is the key concept for the counselor seeking the proper solution. As a change agent, the counselor should consider three general rules: (1) carefully analyzing the information collected, (2) generating as many solutions as possible, and (3) providing some testing and avenues for adaptation.

(e) Gaining Acceptance

Even a good solution needs adaptation and needs to be reshaped to fit the special characteristics of the client.

Open channels of communication are essential in this stage. As he attempts to bring about change, the counselor must strive to convey the pertinent facts about the innovation to the relevant audiences, namely, the administration, students, faculty, and community.

(f) Stabilization and Self-Renewal

Finally, the client needs to develop an internal capability to maintain the innovation and continue appropriate use

> without outside help. The change agent encourages members of the client system to be their own change agents and to begin to work on other problems in a similar way. As this self-renewal capacity begins to build, it allows the gradual termination of the relationship so the change agent can move on to other projects, problems and clients.
>
> The self-renewal activity is one of the most difficult tasks facing the change agent. The counselor should be prepared to develop innovative programs that will not require his constant attention. This suggests that strategies should be employed to provide avenues for "packaging" a program. Special attention must be given to inservice training and self-evaluation.[1]

(4) Training workshops on program adoption should augment the career resources used by the public.

Outcomes in Career Development

As an example of concern for concrete materials and stress on student outcome in career development, the following item is taken from Communique ERIC/CAPS summarizing Rand's report concerning the Career Education models.

> "Career Education Models Miss Mark,
> Panel Claims"
>
> A desire "for something to show" in a short period of time has severely damaged the USOE's school-based career education models, charged a 9-member panel of evaluators. The evaluation report, written by Senta Raizer of the Rand Corporation, said USOE restrictions on the contractor for the models at six school sites "ensured a low-quality product." The contractor, Ohio State University's Center for Vocational and Technical Education, was given the task of developing career

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[1] Haneback, Ronald, The Change Agent's Guide to Innovation in Education. Educational Technology Publications, Englewood Cliffs, N.J., 1973.

> guidance models and field testing them in a variety of school sites. However, the evaluators stated that the contractor was never given full responsibility for the project's progress and was never given a clear definition of career education.[1]

Although the Rand comments should not be generalized to other career programs in the states, much can be said in terms of the need for more concrete data in terms of (1) materials produced by career development specialists and (2) effects of efforts upon student behavior.

Few resources state in terms of behavioral objectives what the participant will be able to do as a result of going through the career development experience. Pre-post accountability was seen as being desirable for each resource to provide data to the students and the teacher or counselor.

Need for Change

Research efforts concluded that the following changes were needed in order for occupational exploration and career planning to become a reality in the public school.

(1) Re-education of key public school staff.

(2) Better data on available career resource material.

(3) Training of public school staff on how to use career resources.

(4) Clearly stated behavioral objectives incorporated into programs.

(5) Adoption strategy training for staff.

(6) Means of obtaining data on each career resource used.

(7) Cohesive effort of total public school staff resources available for all staff to use.

(8) Greater student involvement outside of school.

(9) Use of existing school curriculum as major career adoption vehicle.

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[1] "Communique," Vol. 2, No. 6, April 1973, p. 50.

CHAPTER II

AN OVERVIEW OF CAREER DEVELOPMENT MODULES

Characteristics of Career Development Modules

The Comprehensive Career Development System (CCDS) at present consists of seven modules for direct use with students, with specific instructions for the facilitator incorporated into each module. The following are some basic characteristics of the modules:

(1) Appropriate for use with students in grades 9-12 and community college.

(2) Readily adoptable for use by individuals, small groups of students and in large classroom settings.

(3) Six to eight student hours needed to complete each module or a total of approximately 50 hours of direct student time needed to complete the seven modules.

(4) Student involvement in structured learning experiences emphasized, with planned activities that call for the student to draw inferences and generate generalizations from their experiences.

(5) Modules easily supplemented and augmented with additional resources for renewal and enhancement sessions after completion of the basic programs.

(6) A variety of learning formats and media used to insure a high level of student interest and receptiveness to the modules.

(7) Pre- post-student outcome measures included for each module as a means of providing: (1) feedback to each student as to what he has learned and; (2) data on student outcomes useful in substantiating the worth of the program to educational decision makers.

Development of the Career Modules

A review of the module development covers the period from July 1, 1972, through February 28, 1973. Beyond February 28, 1973, extensive field testing and data gathering took place. A summary of module development follows:

July 1, 1972 - August 31, 1972

Major findings during this time include: (1) Research has revealed that few package programs which have been developed have been thoroughly tested in an actual public school setting. For example, ERIC/CAPS searches have found that most programs to increase students' motivation to achieve, or students' occupational exploration activity, have been "one-shot" attempts with little or no follow up regarding their effectiveness. Most past programs are, therefore, not built and/or revised to become more effective with students. (2) Searches and on-site visitations by the ERIC/CAPS staff have found that the user of such programs plays a crucial role in determining whether or not the program is effective. Conclusions from such investigations are that training time may have to be spent with the users of the programs and that guidelines should definitely be provided in the module package to be used by the teacher or counselor. (3) Close examination of each identified module has revealed that the time allowed for the completion of each module will vary. For example, more lengthy and intense experiences are required to effect attitudinal change towards work, self, and achievement, in comparison to length of time needed by students to explore various non-traditional occupational areas. (4) Finally, close examination of the identified modules has revealed that a sequence of experiences in module use may make the greatest overall impact with students. For example, a module on value clarification may be the best initial experience for students. This module could then be followed by the module on developing self-motivation. A third module focusing on career exploration could then incorporate the learnings of the first two.

September 1, 1972 - November 30, 1972

Significant findings and events included: (1) Counselors and administrators--Pontiac, Saginaw, Detroit (MPGA Convention) were very receptive to the potential inherent in the modules. With this initial positive feedback regarding implementation from a number of settings the modules were viewed as having a good chance of being thoroughly tested and researched, unlike most programs examined earlier by the ERIC/CAPS staff. (2) After further examination of potential users (teacher or counselor in the public high school), it became evident that the module format would have to be synchronized with the on-going operations of the public school in order to be fully utilized. Therefore, the modules would have to have the following characteristics:

A. Appropriate length - 50 minutes to one hour for each session, 6-8 total sessions (6-8 hours for module completion)

B. Self-contained*

*extensive resources by user would not be necessary
*extensive training beyond information supplied in manual would not be needed

C. Usable for the individual student or a small group of students, as well as for an entire classroom

D. All modules would require about the same length of time (6-8 hours), and each one could be used by itself (e.g., teacher only uses Value Clarification module) or could be used as part of the entire module kit.

After in-house field testing of the three modules (Value Exploration and Clarification, Goal Setting and Planning for Oneself, and Learning About Self) developers saw the necessity of (1) using a variety of activities within the module to increase maintainance power, e.g., role playing, casette tape case studies, interviewing, using contracts in working with another person, small group discussion etc. (2) avoiding highly academic terminology within the modules, and, (3) clearly showing the relationship of the sessions within the module (how one session leads into the next and serves as a building block for future sessions).

December 1, 1972 - February 28, 1973

Significant findings and events included: (1) The module idea was presented to an audience of 150-plus counselors, counselor educators and other pupil personnel employees at the National APGA Convention in San Diego. Reactions to the modules were given by national leaders in the area of vocational guidance, e.g. Dr. William Bingham, Past President, National Vocational Guidance Association. Feedback from reactors was generally positive, and high interest was expressed by audience. The program was taped by APGA so it could be made available to a larger audience. (2) After consulting with a number of key people in the field we found:

A. Positive stress to adhere to the following characteristics of the one hour sessions:

1. Have sessions well structured
2. Use a diversified number of activities in each session (e.g. tapes, case studies, simulated games)
3. Allow for student-counselor/teacher feedback
4. Keep a fast pace

B. A recommendation that counselors and teachers go through the modules in the role of students prior to using them with others

C. Possible provision of in-service training for facilitators in module usage

(3) In the field test of modules with a group of counselors who had a special emphasis in career development we found:

A. High interest

B. Evidence that the activities related well to career development process

C. Concern of usage with special populations

D. Concern for accountability--measured changes as a result of module experiences

(4) We used the following means of diss minating information:

A. Program conducted at APGA convention in San Diego entitled Action Strategies for Counselors in Career Development (February, 1973). Rationale for modules, characteristics of the modules, and examples of sessions from two of the modules were presented.

B. Workshop for career counselors from Saginaw, Michigan. They experienced all six sessions of one complete module (Ann Arbor, February 21).

C. Presentation of career module ideas to teachers and counselors involved in career development program at Royal Oak, Michigan.

Training Needed in Use of Modules

The idea of a self-contained kit, module or unit in career development certainly has attractive features. Such a resource saves the practitioner's time and effort, which are limited as well as costly. A number of simulated games and kits mentioned in Chapter One have been developed with this purpose in mind. Advertisement of such technology speaks to its easy adoption with little or no training being necessary. A variety of experiences has been seen as valuable so that the teacher or counselor can easily adapt materials to his/her own setting or clientele.

The above features of a self contained kit were initially attractive to the program developers of this project. Easy accessibility and quick adaptibility were seen as the most important criteria for the resources to be developed. But as the researchers began further exploring programs and kits currently on the market and their effects upon students, the thinking began to change. Current research in the field also had an effect upon the thinking of the researchers in terms of design and potential implementation of the career development modules. Prominent individuals in the field were stating the importance of in-service training in conjunction with the use of new technology in the computer and game simulation industry. Social scientists and psychologists had been stating for years that the effect of group technique and effectiveness of group guidance programs greatly depended upon the leader's capabilities and special skills. Teacher education programs, especially at the elementary level, were citing the importance of the teacher's personality in terms of motivating in the total learning experiences of the educational institution.

As was mentioned earlier, the modules are student-oriented. This, to the developers, means action-oriented and thus requires their total involvement and commitment in each session, rather than their being merely observers or information gatherers. To achieve the above, however, a great deal of responsibility falls upon the career module implementer. He is not simply a technician who reads directions and provides rules to obey or steps to follow. He now becomes an individual who sets the climate for growth in personal and career development. He must create an environment wherein students feel free to explore their values, goals, and ambitions. It is his responsibility to see that such an atmosphere is present prior to the beginning of module implementation and continues throughout the use of the career development modules. He is expected to be skilled in providing concrete feedback, for example, in the Goal Setting and Planning for Oneself module. He is expected to be unbiased in the Broadening Career Perspectives module and to be flexible and non-judgmental in using the Learning About Self module. Previous sets about what vocational education is, who should get it and how one can best get it, have to be discarded for successful utilization of the modules. Since career development is closely tied to personal development, the facilitator must be skillful in working with individuals, small groups, and with 30-40 students in a classroom. If such skill, enthusiasm, and motivation of the facilitator are not present, the career development modules run the risk of being only routine, static and un-involving exercises to be completed because someone thinks they might be helpful in career planning and decision-making.

In summary, the above comments, with support from the literature and personal observations by the researchers, point to the necessity of a comprehensive facilitator training program to be completed prior to the use of the career development modules. Because of its importance, the researchers believe that a facilitator's manual should be created which is separate from the modules to deal in part with this critical concern. The manual would lay the groundwork for successful implementation of the career development modules by introducing potential users to definitions of career development, ideal environments which foster career development and decisions about the future, effective communication patterns, the kinds of skills needed to conduct the modules, and a sampling of the career development modules. Further training in the use of the career modules would involve taking potential users through one or two complete modules. Only by experiencing the student's role can the counselor or teacher really provide the effective and sensitive feedback needed to implement successfully the career development modules. Ideally, all modules (total 54-plus hours) should be experienced before implementation and total system adoption.

Evaluation and Field Testing Procedures

Without a system of evaluation and on-going field testing, programs are on extremely unsafe grounds in terms of claiming credibility. Only through pilot runs of the modules could the developers feel a degree of assurance that the career development modules were striking a receptive chord with the teacher and more importantly with the student. Therefore, a systematic procedure of field testing was implemented concurrent with career module development. Each module was field tested in-house by ERIC/CAPS professional staff in terms of readability, appropriateness of activities for junior and senior high students, length of time for each session, congruence of activities and sessions with module goals and objectives, and overall credibility in terms of module purpose.

Following the in-house review and critique of each module, a revision and redevelopment stage took place. This set the stage for the more exciting, as well as demanding, period when the module was field tested with 6-10 students from several school systems in Michigan. The purpose at his point was not to gather hard data in terms of effects upon student behavior, but rather to obtain the necessary gut-level feel about the modules from the best population possible--the students themselves. The developers wanted to know if they were on target. Were the modules really involving for students? Were they all willing to complete the entire module? Was it as much fun as they anticipated? Was the amount of time allotted for each session sufficient? Did the activities make sense to the students? And did they seem worthwhile and stimulate further interest? Although not scientifically stated nor intended to be, the feedback obtained proved to be both reassuring to the developers and stimulating toward further work on the career development module system.

The following statements are taken from written reactions of students to the field testing of the career development module system in its earliest stages in Pontiac, Romulus, and Ann Arbor, Michigan.

Reactions from students were as follows:

> "The sessions were fun, and I feel I learned something."
>
> "I enjoyed coming to the sessions."
>
> "I wish we'd do this in other classes."
>
> "I believe this would work in the classroom with young and open, unbiased teachers."
>
> "At first I thought it would be boring but found myself involved in what was going on."

"I usually don't like to talk in a class or with a group like this, but none of this was true here."

"Wish we could go on, or maybe involve some other kids."

"Is this going to be part of a regular class--hope so."

"Why don't we do this stuff more of the time--I won't mind coming to school so much."

"Most of it was pretty good, learned something and really did the suggested outside assignments."

Conclusions of the pilot tests were:

(1) Session times were accurate and well critiqued by staff evaluation team.

(2) Greater flexibility in sessions was experienced through pilot tests. Although time for each session was accurate, some sessions evoked enough enthusiasm and involvement for additional time.

(3) Activity variety provided little chance for feet-dragging by students and seemed to be appreciated.

(4) Activities made sense to participants in terms of goals of modules and objectives of sessions.

(5) Terminology and readability of material seemed appropriate.

(6) Attitude, skills, and enthusiasm of leader were seen as critical from both the experimenter's point of view as well as from the student's viewpoint.

CHAPTER III

CAREER DEVELOPMENT MODULES

The following career development modules were completed to be used in school systems to actively help in students' career planning and decision-making:

1. Value Exploration and Clarification
2. Learning About Self
3. Goal Setting and Planning for Oneself
4. Broadening Career Perspectives
5. Coping with Environmental Barriers
6. Using Resources in Effective Career Planning
7. Working More Effectively and Efficiently

Each module had a specific purpose in mind, general goals were listed, and specific objectives were stated. The seven modules follow in this, Chapter III.

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Module I:

VALUE EXPLORATION AND CLARIFICATION

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OVERVIEW OF THE VALUE EXPLORATION AND CLARIFICATION MODULE

Purpose: Values are those things which an individual highly prizes or considers to be very important. There are many different values which an individual can hold and usually people have several different values. Values influence the career selection process since people will tend to enter those occupations which allow them to express their values. The purpose of this module is to help students recognize the importance of values, explore values, and share them with others; learn to deal with value conflicts; recognize the importance of acting on one's values; and examine the relationship of values to career planning.

Goals: The main goals of this value exploration and clarification module are:

1. To help students recognize and explore a wide range of values.
2. To help students develop a better understanding of their personal values. This will be an individualized process where each student selects those values which are most appropriate for him/her.
3. To help students recognize that some of their values may conflict with each other and to help them learn ways of resolving these conflicts.
4. To help students recognize that their values may be different from those held by others and to help them feel comfortable with others whose values are different from theirs.
5. To help students learn to act in ways which are consistent with their values.

6. To help students understand the importance of considering values when making career decisions.

Objectives: Specific behaviors which students should acquire as a result of participating in the value exploration and clarification module are:

1. Students will be able to list and describe ten work values.
2. Students will be able to describe and publicly share those values which are most important to them.
3. Students will be able to describe those personal values which might conflict with each other.
4. Students will be able to talk with and understand individuals who have values which are different from their own.
5. Students will allocate their time to activities which allow them to express their values.
6. Students will be able to identify occupational areas which will allow them to express their values.

Module Sessions

The value exploration and clarification module consists of six sessions. Each of these sessions can be completed during a class period. In addition, each session contains suggested activities which students can complete outside the classroom if the leader and students feel that it is helpful to do so.

Session I - "Exploring Your Values" - Students are exposed to ten work values and are given the opportunity to examine which of these are most and least important to them. During the session, students work both individually and in small groups.

Session II - "Sharing Your Values With Others" - Students are given the opportunity to share their values with a small group of students and to examine the values of other students in the group. This is done through a small group problem-solving experience.

Session III- "What Happens When Your Values Conflict?" - Students are helped to see that sometimes their values will conflict and are helped to develop ways of resolving these conflicts. During the session, students work in small groups to examine the value conflicts which are presented through the use of case studies of other students.

Session IV - "Dealing With Values Conflicts Between Yourself and Others" During the session they work in pairs to practice different ways of communicating with individuals who hold values which conflict with theirs. Students are given the opportunity to explore various means of dealing with value conflicts between themselves and others.

Session V - "Learning to Act on Your Values" - Students are helped to see that their actions should express their values. They are given the opportunity to examine the extent to which they are now acting according to their personal values. During the session, students work together in a small group to complete a task. As they complete the task, they analyze which values caused them to act as they did during the activity.

Session VI- "A Future Career that is Compatible with Your Values" - Students are helped to see that different occupations allow for the expression of different values. During the session, students work in small groups to analyze the values which other people are expressing in their work and then to explore occupational areas which might allow them to express their values.

INTRODUCTION TO
VALUE EXPLORATION AND CLARIFICATION MODULE

I. Put a check beside those statements in which the person is both expressing and acting on his values (those things which are very important to him).

_____1. Jerry often says that it is very important to have friends. However, when his friends are having problems and need his help, he is usually too busy to talk to them.

_____2. Sharon feels that it is important to be honest. One day when she was shopping with a friend, the friend picked up a record and walked out of the store without paying for it. Sharon got very upset and told her friend that she thought what she had done was wrong.

_____3. Ken enjoys doing new things. He is very active at school, and every year he does new activities. His friends get upset with him because he will never stick to one thing for very long.

_____4. Ann is white. She feels that friendship should not be influenced by race and has many friends who are black. She has been asked to be on a panel on race relationships for a school assembly but has refused because she gets nervous when she talks in front of a large group.

_____5. Jim has always wanted to go to college. He has received good grades throughout high school. About the time he is ready to graduate, his father's business fails and the family's income is reduced. Jim decides that because of this, he will not be able to afford to go to college after all.

II. People work for many different reasons. Ten reasons why work is important to people are:

A. Interest

B. Advancement

C. Reward

D. Prestige

E. Personal Goal

F. Ability

G. Security

H. Social Service

I. Co-Workers

J. Adventure

Here are what ten people say about their work. Put the letter in the blank which best explains why each person is working.

_____1. I am really working long hours now. But most people around me who have been willing to work have eventually been promoted to supervisor.

_____2. Oh, my job doesn't pay a lot, but I just really enjoy every minute I am at work. I guess money isn't everything.

_____3. The work is o.k., but what is really fun are the people in the office. We bowl on the same team and do lots of things together.

_____4. Working in the free health clinic doesn't pay much, but I became a doctor to help people. I feel that I can do that here.

_____5. It's hard work owning your own company. But people seem impressed because I have succeeded. It is worth it when people recognize what you have done.

_____6. It gets rather tiring to travel all of the time. I spend lots of time in airports. But at least each day is different and that makes life interesting.

_____7. I've had lots of jobs, but finally I went to art school and then went into the commercial art business. It seems so good to finally be doing some work that I'm really good at.

_____8. It's a hard job and I work long hours. But after growing up with practically no money, it sure seems good to be able to provide well for my family and myself.

_____9. Well, liking your job isn't everything. The union is strong here and I have seniority. It would be almost impossible to get laid off.

____10. I went into biology because I think we have to do something about the environment. I really believe that until some ecology problems are solved, nothing else is really important.

III. Check the best answer to the following statements:

I don't know what's wrong with me. I want to get good grades in school but I also like to be with my friends. It seems that every time I am about to sit down to study, someone calls or comes over and I get sidetracked.

____1. You'll have to tell your friends you can't see them sometimes.
____2. It must be that school just isn't really that important to you.
____3. Don't worry about it. You'll decide which is most important for you in time.
____4. They're probably both important, but you would be happier if you could decide which should come first.

What is wrong with people? There are a lot of poor people who need help. They have a right to a healthy, happy life. But other people just aren't willing to give up anything to them. Are they selfish or something?

____1. It's not that they don't care. It's just that other things are more important to them.
____2. They probably think that if you don't make it on your own, no one else can really help you.
____3. I agree with you; some people just really don't care.
____4. That's not very fair. Wait until you're earning your own money and see if you want to give it away.

The other night, my friend Joe introduced me to his cousin. I hate to admit it, but I just don't like him. I disagreed with everything he said; and no matter how much I tried, I couldn't feel comfortable around him.

_____1. You have to learn to like all kinds of people.

_____2. Probably different things are important to you than to him, so it was hard to understand and accept him.

_____3. I know what you mean. I've met him and I don't like him either.

_____4. Well, I guess you'll have to work harder to change his mind.

Every time I try to talk to my parents about what I am going to do after high school, we get into a fight. I think I need some time to see what life is about, and I don't want to rush into a job or college.

_____1. Keep explaining your position to them. It is very important for you to do what you want to do.

_____2. They have had more experience than you have; so maybe you should listen to them more.

_____3. Make sure that you are really listening and trying to understand your position, and get them to do the same for you. If you do this, you will be happier in the long run.

_____4. It's probably impossible to change their minds. You will have to be strong enough to do what you want even though they don't agree.

IV. From time to time, you are faced with decisions which are very difficult to make. Please answer the following questions about how you make decisions.

1. Write down one of the most difficult decisions which you are now faced with. Examples might be: deciding what you will do after high school, breaking up with someone you are going with, or doing something which your family is against. Be sure that the decision is one which you really have to make. (Your answer will be confidential.)
   Decision:

2. List five reasons why it is difficult for you to make this decision. Check the three reasons which are most important to you.

3. What do you think your decision will be?

4. Would you be willing to discuss your decision with other people? Why do you feel the way you do?

5. Do you think that you will follow through and act on your decision? Why or why not?

SESSION I - EXPLORING YOUR VALUES

"Done any work lately?" "No. I don't work, I go to school." Wait and think a minute. What kind of work might you have done lately? "Well, I worked on the homecoming float." "Worked on my car last night." "I had to help with the housework; do the dishes." "I had to work and help take care of my little brother." "What kind of work are you going to do after you graduate from high school?" "I probably won't work. I think I'll get married and be a homemaker." "I'm going to college but I don't know what I'm majoring in yet." "Gee, I don't know. I'll have to check the want ads and see what kind of job I can get." "Well, my dad thinks I can go to work for him in his business."

Have you noticed the way you'll sometimes talk about work as if it was something ,you had to do but you didn't like to do. But other times, when you're really involved and enjoying something, you'll say, "Gee, that was hard work." There are many ways of looking at work. One way of defining work is any activity that you're willing to devote your time and energy to doing. Perhaps you never really thought of it that way.

For a while, we'd like to have you forget your old thinking about work and try to think about work as anything to which you're willing to devote energy. What does this really mean? It means that work becomes hobbies, time spent with family and friends, and things that you do during your free time, as well as things you "have to do", things such as going to school or, when you get older, working for money to support yourself and your family. Looking at work in this way, you obviously have done quite a bit of work lately. Take your "Value Sheet" and write down 10 things that you've done in the last month which you would consider work. Remember, work is simply those things to which you are willing to devote time and energy.

Now you have a list of 10 kinds of work which you've done in the last month. When you did these activities, you probably didn't give much thought to why you were doing them. Did you ever wonder why you do the things you do? You probably realize that you have to choose which things you're going to do because you don't have enough time to do everything. We thought it might be interesting for you to look at some of the reasons why you do the things you do. You probably do them because they're important to you for some reason. Those things which are important to you might be called valuable. Not necessarily in the sense of money, but valuable because they have meaning for you and you feel good when you do them.

All people have values, although not all people have the same values. When people decide to work, they choose activities because it gives them an opportunity to express those things which are important to them. That is to express their values. Let's take a few minutes to take a look at your 10 activities and try to decide what values you were using when you chose those activities. You may check an activity more than once.

1. Look at your list and put a check in the column marked "Int" beside any activity which you did because you really enjoyed doing it and were interested in it.

2. Look at your list and put a check in the column marked "Adn " beside any activity which you did because you thought it would get you ahead or lead to something good in the future. For example, you may not enjoy studying but you think that in the long run it will pay off for you to study.

3. Look at your list and put a check in the column marked "Rew " beside any activity which you did because you thought someone else would reward you for doing it. This might mean that you would earn mon ey, or perhaps your parents would grant you privileges if you did the activity.

4. Look at your list and put a check in the column marked "Pres " beside any activity which you did because you thought others would respect you or give you special recognition if you did it. For example, perhaps you did something to impress the person you're going with.

5. Look at your list and put a check in the column marked "Per " beside any activity which you did because it had deep meaning for you. That is, it was a personal goal. Something you've always wanted to do.

6. Look at your list and put a check in the column marked "Abl " beside any activity which you did because you are particularly good at doing it. For example, perhaps you helped a friend fix

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his car because you're really good at doing this and you can always get a car to run.

7. Look at your list and put a check in the column marked "Sec " beside any activity which you did because you feel really comfortable doing it. Something that you're familiar with, that you've done before, and that you know will be easy for you to do.

8. Look at your list and put a check in the column marked "Soc " beside any activity which you did because you knew it would help someone else. That is, something which you felt would make a contribution to other people or to society.

9. Look at your list and put a check in the column marked "Co " beside any activity which you did because you like the people that you did it with. That is, any activity which enabled you to be with friends or other people who are interesting to you.

10. Look at your list and put a check in the column marked "Adv " beside any activity which you did because you thought it was something new and exciting to do. That is, an activity which was adventurous because it was different from the types of things you usually do.[1]

After you have checked the 10 activities for the 10 value columns, record the total number of responses for each column on the Tally Sheet. On the Tally Sheet you can see the 10 values which you have just explored.

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[1] Work values were adapted from Impellitter, J. T. & Kapes, J. T. The Measurement of Occupational Values, Penn State University, 1971 (ED 059 357)

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VALUE SHEET

10 Work Activities	Int	Adn	Rew	Pres	Per	Abl	Sec	Soc	Co	Adv
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

TALLY SHEET

Work Values | Total Number Checked

1. Interest (Int) - Many people select work because it is interesting. They enjoy doing it. They are happy doing it.

2. Advancement (Adn) - People work because they see the work as an opportunity to get ahead. They see a good future in the work. It is an opportunity to improve themselves.

3. Reward (Rew) - People work for the rewards they can get from the work. These may be financial or other privileges which are granted to them.

4. Prestige (Pres) - People work because their work impresses others, they get recognition, or they feel important when they are doing the work.

5. Personal Goal (Per) - People work to achieve a personal goal. They see the work as being important to them. It is something that makes them feel good and is possibly something they have always wanted to do.

6. Ability and Preparation (Abl) - People work because they feel they can successfully do the work. They know they have the ability, talent or special preparation so they are quite sure they can succeed.

7. Security (Sec) - People work because they see a need for the work to be done. Other people want them to do the job, and there will always be an opportunity to do the work.

8. Social Service (Soc) - People work because they feel the work is helpful to other people and society. That is, by doing the work they will provide help to people who need it.

9. Co-Workers (Co) - People work because the work enables them to be with people they like. Through the work, they can be with enjoyable people who are interesting to them.

10. Adventure (Adv) - People work for adventure, that is, the work enables them to do new, different, and exciting things.

By looking at your tally sheet you can tell which values are most important to you. The value which has the most checks is the strongest value, and the value with the least checks is the weakest value. Now that you have had a chance to look at your own work values, you might be interested in seeing whether your values are the same as other people in your class. Form a group with 3 or 4 other class members and compare the number of checks which each group member gave to the ten values. You might spend some time discussing your differences in values. Try to explain to each other why your own values are important to you.

Suggested practice activities:

1. Have your parents practice the same exercise that you just did in class. Have them list the 10 activities which they have done recently, and have them examine which values are important to them. You might want to discuss with them similarities and differences between your values and theirs.

2. Tape record an interview with people in various occupations. You might question them about activities which they do, the nature of their work, and the extent to which they enjoy their job. Then, working with classmates, try to identify which values they are expressing in their work.

3. Keep a log of all activities which you do for the next week. At the end of the week, examine the values being expressed in those activities. Check the values from your new list of activities with the ones which you just completed in class.

SESSION II - SHARING YOUR VALUES WITH OTHERS

In the first session, you had an opportunity to look at your own values and then share them with a group of other students. Now you will have the chance to test some of your values, and one way to do this is by looking at the way you react when you have a difficult decision to make. Therefore, for this exercise you will be placed in a situation in which you have to make some very critical decisions. First you will do this alone, and then you will discuss your choices with the group of students with whom you worked in the previous session.

Imagine yourself to be in this situation: You have been chosen as a chairman of a fall-out shelter in your neighborhood. Notice has just come from the Pentagon that in 20 minutes your neighborhood will be destroyed. You survey the area and find 14 people who live in your neighborhood. Your job is to choose 8 of these who will enter the shelter. When you took the job you agreed that you would not be one of those entering the shelter. The people you must choose from are the following:

1. An agricultural specialist who has much information on farming and spends his time consulting with farmers in the area about what crops to grow and how to take care of their animals.
2. An airline hostess. She has lived through a near crash and was cited for bravery in taking care of passengers and staying calm during the near disaster.
3. A clergyman in his early 60's, has been a minister within the community for many years and is well liked by members of the community.
4. A construction worker who works about three or four months out of the year. He is, however, a hard worker and is willing to work whenever he can find a job.
5. A U.S. Senator who is in his early 80's. Before becoming a senator, he was a lawyer and in his years in the Senate he has served on many committees and has a strong understanding on how the community works.

6. A practical nurse who has had much training and is very good in first aid.
7. A musician. This is a jazz pianist who is one of the finest musicians in the community.
8. A police officer. He has been very tough and has helped cut down on the crime rate.
9. A soldier. He is a Vietnam veteran and is disabled and therefore is not able to find employment.
10. A draftsman who is expert in drawing blueprints and other mechanical drawings.
11. A librarian who is familiar with many books and has read a lot.
12. A social worker who works with families who have problems and has been a great help to people as they deal with problems in their lives.
13. A beauty operator who is very good at working on both men and women's hair.
14. A space engineer who has been active in working in the space program and knows a lot about all phases of science.

Now get together in the group that you were in yesterday. As a group, arrive at a new list of eight people to be included in the fall-out shelter. As the group decides on the eight people, it must follow these rules. First, no one can dictate to another person how he must decide. Second, you cannot take a vote with majority winning. Third, each person must be given the opportunity to explain why he thinks someone shouldbe included or excluded. After the group has decided on the list of eight people, talk about the following questions:

1. Did different group members seem to have different values? Try to list all the values which were used by the group to make its decision.
2. How did each group member feel when someone they felt should be included was rejected by the group?

This activity has given you an opportunity to describe and defend your values to other people. Perhaps you thought it easier to look at your values by yourself, as you did in the first session, than you did to describe them to other people and to really have to defend them as you did in this exercise. This is not unusual. People often find it difficult to talk about themselves; and the more valuable or meaningful something is for them, the more difficult it may be for them to talk about it.

Suggested learning activities

To give you more practice in having the opportunity to describe your values to other people, we suggest the following activities:

1. Take one of the following sentences and complete it with five different answers; then discuss your answers with another person.
   a. If I had 24 hours to live, I would. . . . .
   b. If I had a million dollars, I would . . . .
   c. My children won't have to . . . .
   d. I feel the best when I. . . . .
   e. The honest thing for me to do is to . . . .
   f. Secretly I wish that. . . . .
2. Select the three most important things that you have in your wallet. Show them to another person and explain why they are so important to you.
3. Select the three things that you have in your house that have the most meaning to you. Show them to another person, either a member of your family or one of your friends, and explain to them why they are so important to you.

SESSION III - WHAT HAPPENS WHEN YOUR VALUES CONFLICT?

Did you ever have trouble making up your mind? Does it sometimes seem that no matter how hard you think about it, you just can't decide what you want to do? In the last two sessions we talked about values. Maybe you got the idea that people only have one main value. This, however, isn't usually true. Take a minute to look at the list you did during the first session. As you look at the list, you probably can see that there was more than one value which you rated as being very important in selecting the activities which you wanted to do. Usually people will have more than one strong value. It is for this reason that they often have trouble making up their minds. If they have a choice of several activities which they might do, there is often a problem because all the activities are valuable to them in some way. They can't really decide which one they value the most. You can make decisions more easily if you look at your values and decide which are the most important to you. During this session we would like to give you the opportunity to look at some value conflicts which other students have had. After you have looked at these, we would like to have you identify what values were in conflict and to decide how you would have handled the decision.

Work with your group. First of all, read through the following six situations. Next, pick two of these situations which you would like to discuss among yourselves. Once you have decided which situations you want to discuss, read them again carefully and try to answer the following questions. First, what values are being expressed by the student? In answering this question use the list of values from the first session as well as other values you can think of. Remember, the values were interest, advancement, reward, prestige, personal goal, ability, security, social service, co-workers and adventure. Second, discuss which values are in conflict. In other words, what is causing conflicts as far as the students' deciding? Third, discuss which values you would choose if you were the student. Fourth, discuss with other group members whether or not you agree on the value. If not, what are your differences in values?

STUDENT #1

I don't really have anything that you could define as an occupational goal. The goal that is uppermost in my mind is to be more aware of everything. I want to understand more; I want to relate to more kinds of people. Occupations, I don't really think about them. And I certainly don't think in terms of a career. This is a stereotype, I know, but people who become career people put that before anything else in their life, generally; they become extremely ambitious to just get ahead--get ahead even if it means cutting someone's throat to do it.

Now, I know there are good things about careers, too. Number one, there's security. You never have to worry about where to get your next meal. And a career also has a good stabilizing effect on a person. But for me at this stage of my life, I can't see getting tied down to a particular role. I don't want to change my values, and frankly it seems to me that career people are almost forced by the nature of their work to assume a special kind of ethical code: the major thing automatically becomes to get ahead, to produce more and more, whether in the business world or in the academic world. And I'm really down on production. I'm even further down on the business of measuring people by how much they produce; that's the last type of measure I would use.[1]

STUDENT #2

The impression I get is that most people do not really get much pleasure from their work. They derive no satisfaction from it; all they derive is money. The work is useful in that it keeps them existing but it does not improve the quality of their existence.

The work I want to do will be enjoyable if it's fruitful, if I'm learning something, and if I'm helping or giving pleasure to others. The money isn't important, except what I would need to stay alive.

I really would not like to be rich. I would feel too guilty. It seems to me that when you look around at all the millions and millions of people in this world who are desperately poor, it is morally inexcusable for anyone to be rich. And perhaps to be middle class, too. I don't see how anyone can justify being well off, even if he has earned it, when there is all this poverty in the world.

No, I don't want to be rich. And I don't want to be poor. To some extent I want to be secure, I suppose, secure enough not to have to worry where my next meal is coming from. But what is most important to me is that I know that there is a real need for what I do. Some jobs are totally useless and totally concerned with making money. Yes, if it's a question of staying alive, I would have to take such a job. But I would really be sick if it meant in any way oppressing others.

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[1] Student quotes are from Howe, L. K. (ed.) Now Generation, Vol. 52, No. 3, Summer 1970

STUDENT #3

I'm not involved in the Berkeley-Black Student Union. I'm afraid I'm too middleclass for that. I want my car and my house. I feel the way to serve my people is not to go on the streets but to try to find a way to build low-cost housing that they'll enjoy. I want to be an architect. That's my thing. I'm still a firm believer in working through the system because it's much safer. God damn it, on the streets they can bring in helicopters; they got tanks, they got M-17's, whatever; it's not the way for blacks to win.

Unless I can't see an alternative, violence is not for me. I guess for some of my brothers there is no alternative; and all I can say is okay, I'll see you up there. In some ways I think things for blacks today are obviously better than a few years ago, because we've spoken out and said we won't die on our knees. But what's going to be from now on is another question.

STUDENT #4

If you'd ask me what I'd really like to do, it would be to take a year off between high school and college and travel around and get that out of my system. I'd like to look around and see things so I could relate the outside world to what I've learned in high school. But my parents say that if I spent a year off like that then I wouldn't want to go to college afterward. Of course I could debate that and say that if a year later I didn't want to go, then maybe I shouldn't.

But they won't agree. They don't see that I need to get out of the environment I've lived in all of my life, out of an upper-middle-class protective environment, so I can see what is actually happening in this country. For a while now I haven't liked living at home. I've wanted to move out. But I'm a real coward, I guess. I haven't been able to make the big break. You see, I wanted to be able to do it and still be on good terms with my parents. But they wouldn't let me go. They were afraid I'd drop out of school for good if I left home by myself.

STUDENT #5

I guess everybody in the black community thinks of hustling at one point. Either you want to become a pimp or a football player--it's strange you never want to become a businessman. That's because there's no businessmen living in the neighborhood; anyone who makes it moves out. So who do you have to relate to as you grow up? You see nice-looking young ladies on the corner, and then you see this long car pull up driven by this pimp and the girls get in. Then I see my father, and he's played it straight all his life, and what has he got? He works as a construction worker, and until he got sick he worked very hard all his life. Still, he doesn't have a car and I wonder if he ever had any fun at all.

After your group has had a chance to discuss the students that you read about, take a few minutes and jot down all the things which you think you might like to do the year after you graduate. Don't worry about whether or not you think you will do the things, simply list all those things which at one time or another have crossed your mind. Once you have completed the list, talk to your group members about your list. See if you can help each other do the following:

1. Look at the list and determine what values seem to be in conflict for each of you.
2. Try to arrange your list in terms of those things you think you would most like to do.
3. List any problems which you think you might meet in doing those things which you would most like to do.

Practice exercises:

1. Think of a situation when you couldn't make a decision and you were really upset because you just couldn't decide what to do. Look carefully at the situation and try to decide which values were in conflict.
2. Think of another situation where you did do something that you were upset with yourself for doing. Why do you think you were upset? Were you upset because you went against some of your values which were very important to you? If so, which values were in conflict?
3. Talk with a friend or parent about something you are having trouble deciding. Have them help you decide which values are in conflict.

SESSION IV - DEALING WITH VALUE CONFLICTS BETWEEN YOURSELF AND OTHERS

During the past several years students have been protesting to get changes within schools. Perhaps, because you're a student, you have been asked by adults such as your parents, teachers or other people you know, questions such as, "Why do students do that?" "I don't think they should do that, do you?" "You certainly wouldn't be involved in anything like that, would you?" It might well be that as you have read reports of student violence you may even have had some pretty strong feelings about it yourself. Suppose you are sitting with a group of other students discussing student violence, and you hear comments such as the following:[1]

STUDENT I: Violence shows immaturity on the part of the student. It weakens our cause and it does not help. It's a breach of the law; let's face it--it cannot either be condoned or excused. The end does not justify the means. Besides, reason should be before emotion.

STUDENT II: There would never be any changes if the student didn't speak out. One fact is that it made the schools listen to students. Not that I recommend it, but we certainly wouldn't have had all these changes otherwise. It brought the needed attention and stress to the problem. I wouldn't like any more, but it did get results.

STUDENT III: It's not only a sick society, it's a rotten society. It must be changed from top to bottom and start by tearing it apart. The system is too rotten. A small change means nothing. We have to take over the schools.

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[1] Student quotes are adapted from Foley, J.A. & Foley, R.K., The College Scene, New York, McGraw-Hill Book Co., 1969.

Which student made you feel most comfortable? Which student made you feel most uncomfortable? As you think about your feelings towards the three different students, you might notice that you felt most comfortable around those students who came closest to sharing your viewpoint, and you felt most uncomfortable about those students whose opinions were farthest away from your ideas. This really is not an uncommon reaction. In the last two sessions we have been talking about values and giving you a chance to look at your own values. If you will remember, we indicated that all people have values. Although you may never have thought about it, it is true that people are most often comfortable with people whose values are most similar to theirs. Often, they are very uncomfortable with people who have different values. There have probably been times in your life when you have had to associate with people who you would really prefer not to. Do you feel uncomfortable and wish you didn't have to be around them? This can be an upsetting feeling and it is probably a feeling which you will have not only in school but also throughout your entire life. One way to feel more comfortable around people who have values different than yours is to learn ways to talk to them, to better explain both your values and to better understand their values.

We would like to have you do the following exercise: You will need to work in pairs to do this exercise. Pick one of the following four issues to debate between yourselves for ten minutes. Once you have selected a topic to discuss, one of you argue for and the other argue against the viewpoint. Try within the ten minutes to convince the other person to accept your viewpoint. You may either use one of these four topics, or if there is some other topic you would rather discuss, you can also use that. We suggest the following topics:

1. Should marijuana be legalized?
2. Should students protest to get schools to listen to their demands?
3. Are schools successful in preparing students for adult life?
4. Is bussing a good way to achieve quality education for all students?

Now that you have discussed the topic for ten minutes, we would like to have you stop your discussion and think about the following questions: First, did you succeed in getting the other person to change his position? Second, how did you feel about the other person as you were talking with him? Third, did you see any difference in values which were coming out as the two of you talked? If so, what were these differences? The discussion you just had is pretty typical of the way people usually talk to each other. Often, they try to persuade each other to accept the other's viewpoint. The difficulty with this is that people seldom change their minds and also that it does very little to help people better understand each other. We would now like to have you try a different way of talking. In this discussion you can either keep the same topic, or you may want to pick a new one.

This time we want you to talk to your partner for ten minutes again. First, one of you make a statement, and the other person must tell the first one exactly what he said in his statement before he is allowed to make his own statement. Suppose you were discussing the topic, "Should students protest to get schools to listen to their demands?" The first student might say, "I don't think students should protest because then the administration just gets really tough and makes a lot of rules and regulations, and it makes it harder on all the kids in the school." The second student would then say, "You don't think students should protest because then people get tough and it's hard for all kids." The first student might agree, "Yes, that is what I said." The second student can then make a comment, "But the trouble is that kids just don't seem to have any say in their schools. They have to follow all the rules and regulations, and they don't even have a voice in what those rules are going to be." The first student might say, "You mean kids have to follow a lot of rules and regulations?" The second person might then say, "Well, its not just that, it's that they should have a voice in making the rules. I'm not really against having some rules." The first person might say, "Oh, then the really important thing is that students have some voice," and the second student would say, "Yes, that is what is most important." Then the first student would be able to go on to his next statement.

Now, pick the topic you want to discuss and discuss it for ten minutes. Remember to always tell the other person what he said before you go on. After you have finished your second discussion, think about the following questions with your partner: First, look again at whether or not you talked each other into accepting another position. Second, even if you didn't accept the person's opinion, did you begin to better understand what he was really saying? Third, did you really listen to what the other person was saying, and fourth, as you listened to the other person did you find you had trouble remembering your own argument? Hopefully, as you discussed these topics with your partner, you began to realize that too often people are so busy arguing their own viewpoint that they really don't take time to try to understand or even to listen to what the other person is saying. Perhaps during your second discussion, when you were trying hard to listen and understand, you found that although you didn't change your viewpoint, you did better understand why the person had that viewpoint. As you understood better, you began to feel a little bit more comfortable with his ideas. Listening and understanding another person's viewpoint is one way to feel more comfortable with value conflicts. It will always be true that you will find people that have values different from your own. The important thing is not to give up your own values or to feel that you have to change, but it will help you to feel more comfortable if you can at least talk to people who are different from you and understand them well enough so that you don't feel quite so uncomfortable being around them.

Suggested practice activities:

1. Talk to someone that you feel uncomfortable with or with friends on some topic on which you disagree. Try to use the technique of restating their comments before you make your own.
2. Talk with your parents or other people you know who are working full time. Ask them what kind of value conflicts they have on the job. Ask them what the conflicts are and what they do when they have to work with someone who makes them uncomfortable.
3. Read the Letters to the Editor in the paper and cut some of them out to bring to class. Discuss these letters in class, using the technique of taking different positions and restating the other's position as you talk about the topic.

SESSION V - LEARNING TO ACT ON YOUR VALUES

There probably have been numerous times when you worked with other people to get something done. In working with others there are many different reasons for selecting various activities that you could do. To begin today's session please fill out a questionnaire which focuses on reasons why you might select a particular activity. To fill out this questionnaire indicate which of the following ten reasons is very important, somewhat important, not very important, or not important at all to you.

1. I select an activity because I really like to do it.
2. I select an activity because if I do it now, I can probably do more exciting things in the future.
3. I select an activity because I'll probably get something in return for doing the activity.
4. I select an activity because doing it will probably make me seem important to the rest of the group.
5. I select an activity because it is really important to me that it be done.
6. I select an activity because I know how to do it.
7. I select an activity because there will always be an opportunity to do work.
8. I select an activity because I feel the work is helpful to other people.
9. I select an activity because the work enables me to be with people that I like.
10. I select an activity because it provides adventure.

Now get together in groups of eight to nine people. When you get into the group, you will do a group activity together. Once you are in your group, each group will receive the following: scissors, scotch tape, string and construction paper. The goal of the group is to work together to build a tower. First, you will need to appoint two people. One will act as a judge after all groups have completed their tower. The judge, once he is appointed, should go to the front of the room and join the other judges. The second person appointed will become an observer of the group. Once that person is selected he should go to the front of the room to meet with the other observers. The remaining members of the group are the ones who will work to actually build the tower. You can proceed to build the tower in any way you want. The only thing you must do is whenever you volunteer for a work activity, you must give the reason why you want to do that job. You will have 20 minutes to complete the tower.

Instructions for the judges. After the tower is built, you will work as a team of judges. Each person will give a score to each group. You will score the group in terms of how tall their towers are, how attractive they are and how sturdy they are. Until you are ready to judge, you can circulate and observe what the groups are doing. However, when you actually judge you cannot use any other basis for judging except height, attractiveness and sturdiness.

Instructions for the observers. You are to record the reasons each group member gives for wanting a particular job. Before the group starts, be sure you list the names of all the group members; then as they proceed to build their towers, jot down the reasons they give for wanting to do certain jobs.

After the towers are built, the judges will evaluate them and announce the winner to the group. Once the winner has been announced, the observers will report back to individual group members. First, let the observers read back to each member the reasons he gave for wanting to do a job.

Next, let other people who were working on the tower explain to each member why they thought he/she was volunteering for certain jobs. Finally, let the group member himself explain why he thought he was volunteering to do the job. After the group has discussed this, look back to the original questionnaire which you filled out at the beginning of the session. Note whether the reasons given to you by the observer and other group members were about the same as the ones you indicated on the questionnaire. It may be that the same reasons were given or it might be that quite different reasons were given. As a group, discuss the extent to which each of you seemed to be acting while you were building the tower as you said you would act when you first filled out the questionnaire. This exercise has probably shown you that sometimes people will say they value one thing, and then they will act quite differently. This is really not unusual. Probably no one acts on their values all the time. However, it can be helpful for you to be aware of your values and to try and act on them as much as possible. This is because people are usually the happiest and most contented when they are acting according to their values; and often they are upset when they do things which are not in line with their values.

Practice activities:

1. Keep a time diary for a week. Write down all the activities which you do each day. At the end of the week look at the activities which you have done and examine the extent to which you did those things which were highly valued to you versus doing things which really didn't have much meaning to you.

2. Talk to either a parent or a good friend and have them guess [illegible] five things which are very important to you. Also, have them explain why they think they are important. For example, either things that you have said or things you have done that indicate their importance for you. Check to see to what extent these five things are really important to you.

3. Talk to people who are employed in jobs. Ask them to list five or six things they do in their jobs which are really important to them and five or six things which are not important and which they would rather not do. Discuss the extent to which they are happy when they can do those things that really mean something to them.

Session V

WHY DO I WORK?

When I am working in a group and there is something to be done, I usually select the activities because:

	Very Important	Somewhat Important	Not Very Important	Not at all Important
1. I like to do the activity.				
2. If I do the activity now, I can do more exciting things in the future.				
3. I will get something in return for doing the activity.				
4. It will probably make me seem important to the rest of the group.				
5. I feel it is really important to do the activity.				
6. I know how to do the activity.				
7. Other people want me to do the activity.				
8. I think it will help other people.				
9. I will be able to work with people who I like.				
10. I find the activity new and exciting.				

SESSION VI-A FUTURE CAREER THAT IS COMPATIBLE WITH YOUR VALUES

Throughout the last few sessions we have been giving you the opportunity to look at your values and determine which values influence the activities which you select to do at the present time. In this session we would like to have you do a little bit of thinking about the future. For your own happiness and satisfaction, it will be important for you to select an occupational area for the future in which you can express values which are important to you.

Although you probably haven't made a definite occupational choice regarding what job you want to enter after high school, it does seem important for you to think about what kind of work would allow you to express your values. Since society is now changing so fast, the odds are good that you will have several different occupations throughout your lifetime. Therefore, it is probably least important to decide on the specific job which you want to enter and, more important, to at least pick a general work area which you think might be satisfying to you. During this session, we would like to have you look at some different types of work activities and think about how important they are for you. You will need to work with a group of about four other people for this session. Once you are in the group of five we would like to have you look at the following pictures of people doing different types of work. First, we would like to have you consider one picture at a time. For each picture, discuss the following questions within your group: (a) What is being done in the picture? (b) How do you think the worker feels about this activity? (c) What other activities do you think this worker might do during the course of a work day? (d) How would you feel if you were the worker? (e) Would you enjoy doing this activity? Take several minutes to discuss each picture. Make a point of noting the differences of opinion among various members of your group.

After your group has discussed each of the ten pictures, work individually for a minute. First of all, look at the pictures again and pick those three pictures which you think would be most interesting to you. Once you have picked them, list the reasons you picked them. Next, pick the three pictures which you think would be least interesting to you. Also state the reasons why you picked them and share your choices with the group. Take turns and have each person give his choices for best and least liked. Also, each person should give the reasons why he made that choice. Once the first group member has explained his choices, the other members of the group should help him figure out which work values he was expressing in his choice. This feedback from the group should help the first member identify his own values, which he will need to express in any career choice he might make. After you discuss the first group member's choice, go on to the second member and follow this procedure until all members have had a chance to both describe their choices and to receive feedback from the group on what their work values are.

This session has tried to help you think about values not so much in terms of what you are doing right now but in terms of what type of career choice you might want to make in the future. It is important to think about the kinds of values that you want to be able to express through work, because finding a job in which you can express your values can help you be more happy and satisfied with the work you choose. There will always be more than one kind of a job which will allow you to express your important values. Therefore, as you think about jobs in the future, you should not be so concerned with any one right choice, but rather you should consider a whole group of jobs which allow you to express the same values. For example, there are a great number of jobs which allow you to work with people.

Suggested outside activities

1. Throughout the next week, observe any workers that you can find. For example, people working in the stores, teachers, mailmen or other people you might see. Look at the kinds of activities which they are doing, and think about what kinds of values these activities allow them to express. You might also want to interview the workers to see what kind of values they feel they are expressing in their work.
2. Go to the library or your counselor's office and read descriptions of various occupations. As you read them, think about work activities and about the extent to which you would be able to express your work values in those activities.
3. As you read information about occupations, try to develop a tentative list of about ten occupations which you feel would allow you to express your values.

PICTURES[1]

Group Discussion Questions:

1. What is being done in the picture?
2. How do you think the worker feels about this activity?
3. What other activities might the worker do during the day?
4. How would you feel if you were the worker? Would you enjoy the activity?
5. What values do you think the worker is expressing?

For Each Group Member:

Three most interesting pictures.

1.

2.

3.

Three least interesting pictures.

1.

2.

3.

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[1] The facilitator should obtain pictures of people at work in as many different kinds of occupations as possible from magazines, newspapers, or other sources for participants to examine and discuss. Occupations should portray persons indoors, outdoors; active, inactive; doing work of skilled, semi-skilled or professional nature; doing work which might be dangerous, etc. The wider the range of occupations, the more stimulating the reactions and discussion will be.

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Module II:

LEARNING ABOUT SELF

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OVERVIEW OF THE LEARNING ABOUT SELF MODULE

Purpose: The purpose of this module is to help students increase their understanding and acceptance of self. Specifically it is designed to help students develop an understanding of their interests, strengths, personality, needs, and life style preferences and to help them become aware of the relationship between self understanding and potential career opportunities. Understanding self is a critical aspect of career planning since the degree of satisfaction that an individual receives from work is related to the degree to which he is able to implement his self concept.

Goals: The following goals of this module are to help students:

1. Learn to view themselves as unique individuals who can accept and appreciate individual differences.
2. Develop an understanding of their interests and broaden their range of interests.
3. Increase their understanding of their strengths and seek ways to utilize their potentialities.
4. Develop a greater understanding of their personality and temperament.
5. Increase their understanding of their needs and seek ways to achieve the satisfactions they desire.
6. Explore their life style preferences.
7. Begin to relate their view of self to potential career opportunities.

Objectives:

1. Students will recognize themselves as unique individuals and will be able to describe how they are similar to their peers and how they are different from them.
2. Students will be aware of their high and low interest areas and will be able to describe specific and general personal interest patterns.
3. Students will be able to define ways to broaden their range of interests.
4. Students will be aware of their strengths and potentialities and of how they can utilize their assets.
5. Students will have an increased understanding of their personalities.
6. Students will be able to discuss the strength of their needs and learn ways of meeting them.
7. Students will have an increased understanding of different life styles and will be aware of their own life style preferences.
8. Students will be able to identify several occupational areas that will provide adequate opportunity for self expression.

Sessions: The "Learning About Self" module consists of seven sessions. The first, second, third, fourth, and seventh sessions are designed to be completed during a class period; and the fifth and sixth sessions require two periods for completion. Sessions II and IV include activities to be done outside of class; and a short amount of class time should be allotted for students to discuss these exercises. In addition the first six sessions suggest learning activities which can be completed outside the classroom if the leader and students feel that it will be helpful to do so.

In many of the experiences in this module students work together in groups. It is suggested that the groups consist of approximately six students and that the groups remain the same throughout the seven sessions.

1. Introduction to Learning About Self

   In this introductory session students look at various facets of themselves by drawing a series of symbols, pictures and/or designs that illustrate the following: something they do well, something they have a strong interest in, something they strongly value, a facet of their personality, a place where they feel at home, something that makes them happy and satisfied, an important goal they hope to achieve, and their greatest personal achievement. These illustrations are then shared with other group members.

2. Exploring Your Interests

   Students are helped to examine their interests by listing the activities they enjoy and trying to ascertain with the help of other group members what these different activities have in common. Through a variety of interest areas they can explore the strength of their interests by determining into which areas their activities fall. A group discussion follows. In addition, students engage in the following outside activities: They keep a record of the activities and experiences in which they are currently engaged or have been engaged in the past and specify what they like and dislike about these various activities; (2) they enumerate what new activities they would like to try and determine how they can get involved in these new activities.

3. Exploring Your Strengths

   Students explore their strengths by stating what they perceive their strengths to be and sharing these with the group. Group members then present their perceptions of each others' assets through a strength barrage. A discussion follows in which students focus on how their strengths can be utilized in the present and in the future.

4. Exploring Your Personality

   Students explore various facets of their personalities by responding to a series of questions which focus on deciding with which of two items they can identify more. In making their choices, which are explained to other group members, students have to examine their feelings about their own personality and temperament. For the final part of this activity students construct questions and present them to other group members. In addition, outside of class, they fill out a personality checklist and write a short description of their perceptions of self.

5. Exploring Your Needs

   Part I - In this session students are presented with a list of twenty "miracle workers" who are able to satisfy a variety of different needs. They choose which of these miracle workers' gifts they would most like to receive and discuss their choices, helping each other define ways to achieve some of the satisfactions they desire.

Part II - Students respond to a series of incomplete sentences designed to help them explore what is important to them. These responses are discussed with other group members.

6. Exploring Life Styles

Part I - Students explore their feelings about life styles by reacting to descriptions of several different styles of life. They discuss their responses with other group members and then write a short statement about their own life style preferences.

Part II - During the second part of this session students team up in pairs to dramatize the life style they described, and then discuss the interpretation of their dramatizations.

7. Relating Self Understanding to Career Options

Prior to this session outside of class students construct collages that express their perceptions of self and future career aspirations. In this session they share these collages with other group members.

SESSION I

INTRODUCTION TO LEARNING ABOUT SELF

Who are You?. . . .

At first glance this may seem like an extremely simple question. A typical answer might be, "I am Margaret Oaks, I am a fifteen-year-old girl, and I am a high school sophomore." Although this response does tell us a few things about a person, it actually gives us only a little bit of information; for certainly there is much more to an individual than his name, age, and occupation. In fact, people are extremely complex and have many different dimensions.

For example, if you gave serious consideration to the question of who you are, you probably would consider factors like the following:

What are my likes and dislikes?

What are my strengths and weaknesses?

What is my personality like?

What makes me satisfied and happy?

What type of life do I like to live?

What is really important to me?

What are my hopes and dreams?

These are just some of the things related to who you are. It's really fascinating to realize that although there are billions of people in the world, no one else is exactly like you. Thus, though you may be similar to other people in many ways, you still are uniquely you.

Even though you understand yourself pretty well, it is important to realize that no one can ever understand himself completely. Human beings are extremely complex; and we grow, change and develop throughout life, never remaining exactly the same. Thus, learning about self is really an endless venture that goes as long as we live.

At this point you may be wondering what self understanding has to do with effective career planning. Well, self understanding is extremely crucial to career planning because the more people know about themselves, the more likely they are to make choices and decisions that are right for them. Thus if the life style you pursue, the activities in which you engage, and the work you choose provide outlets for your abilities, interests, values, personality characteristics, and general needs, then you are much more likely to obtain satisfaction from what you are doing.

The purpose of this unit, therefore, is to help you develop a clearer image of who and what you are. Today we'd like to begin by giving you the chance to express a few different things about yourself by drawing several pictures that you feel represent various facets of YOU.

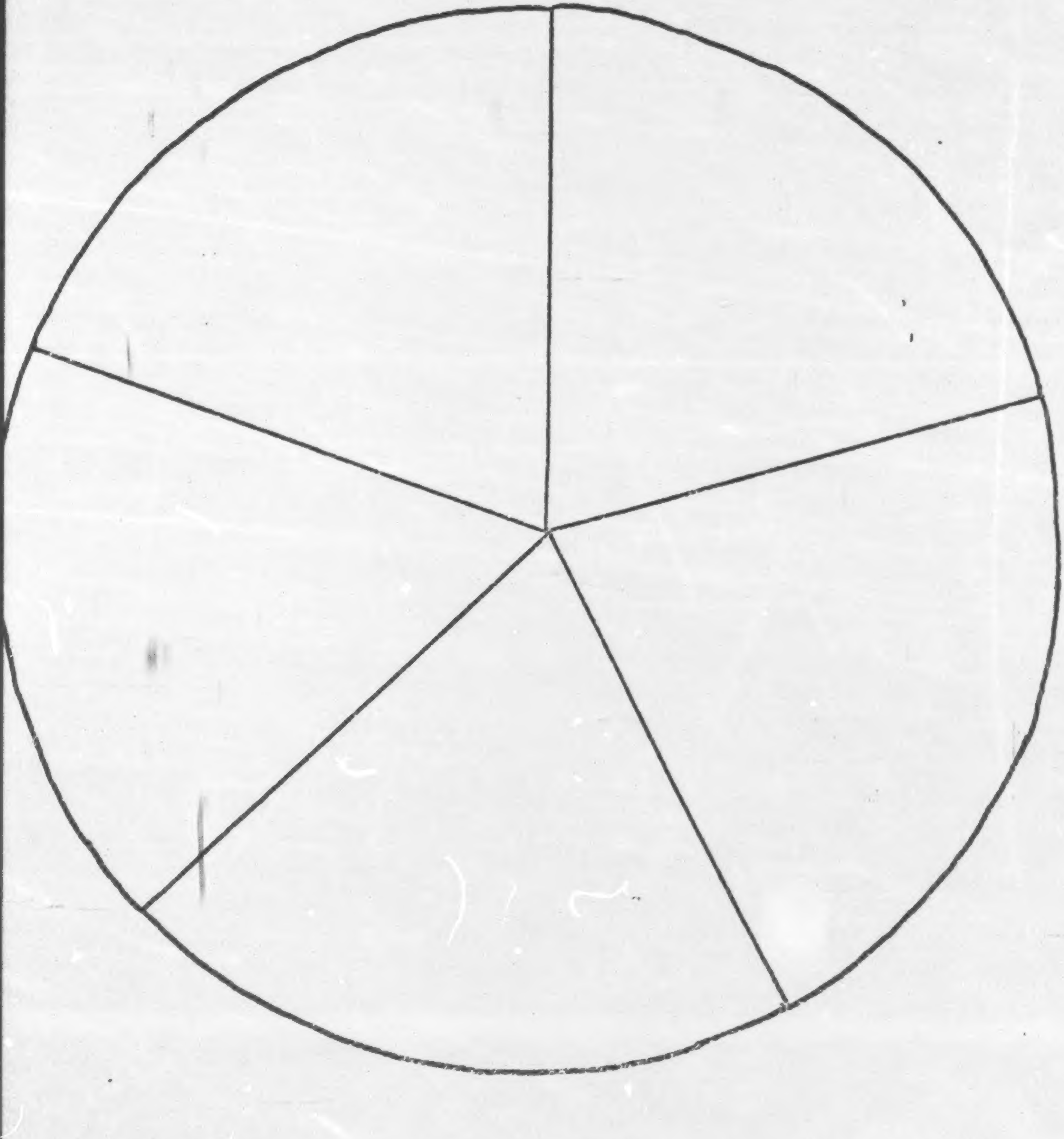
On worksheet I-A draw a picture in each part of the "pie" that illustrates five of the following:

1. Something you do well
2. Something you have a strong interest in
3. Something you strongly value
4. Some part of your personality
5. A place where you feel at home
6. Something that makes you happy and satisfied
7. An important goal you hope to achieve
8. Your greatest personal achievement

In doing these illustrations you may use crayons, colored pencils, paint, or any other medium you desire. Don't be concerned with the quality of the art work; the important thing is the meaning of the drawings.

After you have completed this activity, form groups of six, with each person explaining his or her drawings to the group. After everyone has had a turn, discuss what you learned about each other from the drawings. Also consider similarities and differences among the different group members.

Worksheet I-A



SESSION II

EXPLORING YOUR INTERESTS

Do you ever stop and think about what kinds of things you like to do, what sorts of experiences you find satisfying and rewarding, and what types of activities you enjoy? In other words, do you ever stop and think about what your interests are?

Most of you have probably given some thought to such questions and probably have a fairly good idea about what you like and dislike. However, you can understand your interests even better by making an organized study of them; and today's exercise is designed to help you do this.

First, make a list on Worksheet II-A in the column marked "Activities I Enjoy" of fifteen activities that you enjoy doing. They may include such things as playing tennis, swimming, hiking, reading, talking to friends, sewing, building model airplanes, working on cars and motorcycles, being alone, taking mechanics classes, studying biology, performing scientific experiments, etc. After you have completed your list, see if you can find anything that these different activities have in common. For example, you may find that you like doing things outdoors, being physically active, engaging in mechanical and scientific activities, or doing things alone. So, if you find any patterns or ways in which several interests are alike, jot these down on Worksheet II-B ("Interest Patterns"). Now take a few minutes to discuss your responses with others in your group. Try to help each other find additional patterns in your lists of activites, and add any new patterns to Worksheet II-B.

Perhaps you found that some of your interests have certain things in common. This would not be too surprising because often common denominators can be identified from studying the activities which interest a person. People usually engage in activities related to their several interest areas. To help you obtain a better understanding of the relationship between interest areas and activities, let's look at ten interest areas and some of the activities related to them.

Outdoor Interests - This refers to a preference for activities that keep you outside most of the time and allow you to be close to natural things. People with strong outdoor interests may enjoy such activities as going on camping trips, growing flowers or vegetables, raising animals, identifying birds, playing outdoor sports, and generally spending a lot of time in the open air. Foresters, naturalists, fisherman, telephone linemen, ranchers and farmers are among those high in outdoor interests.

Mechanical Interests - This pertains to a preference for working with machines and tools. It includes a liking for such activities as tinkering with old clocks, fixing broken objects, repairing cars, radios, irons, etc. and building and constructing things. Aviators, toolmakers, machinists, plumbers, automobile mechanics, and engineers are examples of persons with jobs involving high mechanical interest.

Computational Interests - This indicates a preference for working with numbers and an interest in such things as arithmetic, bookkeeping and computer science. Bookkeepers, accountants, bank tellers, engineers, and many kinds of scientists are usually high in computational interests.

Scientific Interests - This pertains to an interest in discovering and understanding new facts and solving problems. If you have a high interest in this area you may enjoy working in the science lab, reading science articles, doing science experiments, observing stars, studying about outer space, and identifying flowers and plants. Physicians, chemists, engineers, laboratory technicians, meteorologists, dieticians, and aviators are persons with occupations involving high scientific interest.

Persuasive Interests - This involves an interest in meeting and dealing with people, in convincing others of the justice of a cause or a point of view, or in promoting projects or things to sell. People with high interests in this area may enjoy such activities as debating, selling tickets for a school play or dance, selling advertising space for the school newspaper, giving talks in class, and fund raising. Most salesmen, personnel managers, and buyers have high persuasive interests.

Artistic Interests - This refers to a preference for doing creative work with your hands. It includes a liking for such activities as painting, drawing, sculpturing, decorating a room, designing clothes, working on sets for school plays, clay modeling, taking photographs, making posters, and lettering signs. Artists, sculptors, dress designers, architects, hairdressers, and interior decorators are examples of people with high artistic interests.

Literary Interests - This refers to an interest in reading and writing. Individuals with a high interest in this area may enjoy taking English classes; doing literary quizzes and crossword puzzles; reading poetry, stories and plays; writing for the school paper or magazine; and writing poetry and creative stories. Persons with literary interests include novelists, English teachers, poets, editors, news reporters, and librarians.

Musical Interests - This involves an interest in music and is usually demonstrated by people who enjoy going to concerts, playing an instrument, singing, reading about music and musicians, and studying harmony and composition. Musicians, music teachers, singers, music critics, music store salesmen, and stereo repairmen are among those who have high musical interests.

Social Service Interests - This indicates a preference for activities that involve helping people. Individuals with a high interest in this area enjoy working with sick and needy people, helping other solve their problems, promoting humanitarian causes and generally helping make the world a better place. Nurses, Boy Scout and Girl Scout Leaders, counselors, tutors, social workers, hospital attendants, ministers, rabbis, and priests are among those with high interests in this area.

Clerical Interests - This refers to an interest in activities that are clearly defined and involve specific tasks requiring precision and accuracy. Typing, shorthand, record-keeping, filing, letter writing and answering questions usually appeal to people with strong clerical interests. Bookkeepers, secretaries, accountants, file clerks, salesmen, statisticians, teachers of commercial subjects and office managers usually have marked interests in this area.

After reading about these different kinds of interests, take a few minutes to rank the strength of your interests in each of these areas. Put an H beside each area in which you feel you have a high interest, an M beside those areas of moderate interest to you, and an L beside those areas in which you have little interest. See if you can think of other areas of interest to you which are not included on this list. Examples of addtional interest areas are such things as homemaking interests, athletic interests, etc. If you do think of other interest areas, write a brief description of each of them and add them to the list.

Now, to understand more about the strength of your interests, go back to Worksheet II-A and try to determine to which interest areas your activities belong.

Please follow these directions: Put a check in the column marked Outdoor beside any activities you feel are related to outdoor interests. Put a check in the column marked Mechanical beside any activities you feel are related to mechanical interests. Follow this procedure for each activity, checking the appropriate interest column or columns for each activity you have listed.

Write in any additional interest areas you have thought of in the blank columns, and put a check in the appropriate column for each activity that belongs in those areas. You may check more than one column for any activity. After you have completed checking the various activities, record the total number of responses at the bottom of each column. Looking at the total and noting which interest areas have the most checks will help you gain a better understanding of your likes and dislikes. Now, meet with your group again to discuss what you have learned about your interests with other members.

Worksheet II - A

TOTALS																Activities I Enjoy
																Outdoor
																Mechanic
																Computat
																Scientific
																Persuasi
																Artistic
																Literary
																Musical
																Social Se
																Clerical

INTEREST PATTERNS

Out of class-Activity I

In this activity we'd like you to examine activities you are doing now or have done in the past and think about what things you like about these activities and what things you dislike about them. You can do this by keeping a record of your activities and experiences, including such things as school subjects (taken in the last couple of years), extracurricular activities, hobbies, leisure time activities, work experience, etc.

To do this you will need several sheets of paper, one sheet for each category of experiences. Examples of several categories of activities are provided on the next few pages. After you have prepared the sheets, do the following:

1. Under each category list all relevant activities.
2. Rank each activity on a scale of 1 to 5 to indicate how much you like or dislike it. 1 = extreme dislike, 2 = dislike, 3 = indifference, 4 = like, 5 = extreme like.
3. Beside each of the activities write down what you like about it and what you dislike about it.

In the next group meeting, discuss the different activities you listed and what you like and dislike about them. Also discuss what patterns you seem to find regarding things you like to do and things you dislike doing.

SCHOOL SUBJECTS

Subject	Things I like about it	Things I dislike about it

WORK EXPERIENCE (with or without pay)

Job	Things I like about it	Things I dislike about it

CLUBS AND ORGANIZATIONS

Organization	Things I like about it	Things I dislike about it

HOBBIES

Activity	Things I like about it	Things I dislike about it

SOCIAL LIFE

Activity	Things I like about it	Things I dislike about it

SPORTS

Activity	Things I like about it	Things I dislike about it

READING MATERIALS

Type of literature	Things I like about it	Things I dislike about it

MISCELLANEOUS ACTIVITIES

Activity	Things I like about it	Things I dislike about it

Out of Class-Activity II

By now you probably have a clearer idea of the areas of your interests and the relative strength of each area. Part of getting the most out of life is trying to broaden your range of interests by engaging in new experiences and trying out new activities. Remember, you'll never really know if you like a new activity unless you try it out and experience it. Doing new things can help you develop new interests as well as new activities that are linked to your present interest areas.

The next activity is designed to help you enlarge the scope of your interests. On Worksheet II-C fill in (1) new activities that you would like to try and (2) ways you can get involved in each of these activities.

Worksheet II-C

New activities I would like to try	Ways I can get involved

SUGGESTED LEARNING ACTIVITIES

1. Interview different people in your community to find out about their interests. Try to discover unusual interests of people which may be new to you.
2. Make arrangements with your counselor or teacher to take an interest inventory (a kind of test), and then discuss the results with him. Compare the inventory results with what you learned about yourself in this session.

SESSION III -

EXPLORING YOUR STRENGTHS

In the last session you had the chance to explore your interests, and today we would like to focus on a different facet of your self--namely, your strengths. When we talk about strengths, we are referring to any skill talent, ability, or personal trait which helps you function more productively. In other words, we are referring to the positive characteristics you possess and the things you are able to do well.

Although we all have many different strengths, we seldom give much thought to what they are. Being aware of your strengths is important, however, for it is one more way to increase your understanding of yourself and perhaps help you like yourself more. Furthermore, realizing what your strengths are is an aid to developing and using them to live a more satisfying life.

In this activity, you will concentrate on identifying your strengths and on discussing them openly with other group members. In addition, group members will tell you what they believe your strengths to be. The procedure for the exercise is as follows:

On Worksheet III-A list all the strengths you feel you have. Some areas of strengths are already listed on the worksheet, but you may add any others that you think you have.

You may feel strange writing down good things about yourself, and this is not unusual. People often find it easier to talk of their weaknesses to others because they don't wish others to think them conceited or inclined to brag. This is a chance for you to be as open as you wish, however, and to list all the things you believe you do well.

My Strengths

1. School Subjects: e.g., biology, business math, auto mechanics

2. Sports: e.g., tennis, horseback riding, basketball

3. Skills and Talents: e.g., typing, hair styling, creative writing, painting, dancing

4. Personal Characteristics: e.g., good organization, reliability, honesty, open-mindedness

5. Interpersonal Skills (how you relate to others): e.g., making friends easily, comfortable talking in front of groups, understanding other people's feelings

6. Other Strengths:

After the worksheets have been completed, form groups of six and one of you should present the strengths you feel you have. Immediately after presenting your strengths you should remain silent while the other members of the group state what strengths they think you possess. During this process one student should be the recorder, keeping notes and giving them to the person when the group has finished.

Repeat this activity for all the other members in the group.

After everyone has had a turn, each of you should compare your list of strengths with the list that the group members presented to you and take some time to discuss the following questions:

1. Do other group members seem to think you have the same strengths you feel you possess?
2. Do you agree or disagree with the group members' ideas about the additional strengths they see in you?
3. How do you think you can use your strengths to help you achieve what is important to you?
4. In what different occupations can you use the strengths you have?
5. What new things did you learn about other members of the group during this session?

When this discussion is finished, go back to Worksheet A and add to your list any new strengths that the group presented to you. If you don't agree with any of the strengths mentioned, put a D (for disagreement), next to it.

SUGGESTED LEARNING ACTIVITIES

1. Present the category of strengths listed on Worksheet III-A to your family or friends and have them share with you what strengths they feel you possess.
2. Think about what strengths you now have that you didn't have five years ago. Also consider what strengths you hope to develop in the future.

SESSION IV -

EXPLORING YOUR PERSONALITY

When exploring your strengths and interests in the previous sessions, you probably discovered that in certain respects you are like others but that in other ways you are different from every other person that you know. This same idea also holds true for your personality. Although each of you may have many personal characteristics that are like those of other people, each of you has a particular combination of qualities that is unique.

In this session, you will have a chance to explore your unique personality. For this activity you will be asked twenty-five questions on Worksheet IV-A which require that you choose between two alternatives. After reading all of the questions, choose fifteen that appeal to you. For each of the fifteen questions decide which of the two answers seems to be more like you than the other.

For example, to the first question which asks, "Are you more like a rushing river or a quiet stream?" you might respond by saying that you feel more like the rushing river because you have a lot of energy, you do things quickly, you like to be very active, you sometimes let your anger get out of control, etc. On the other hand, you might respond by saying that you feel more like a quiet stream because you are generally quiet and calm, you don't like to "make waves" and create tense situations, you don't like violence, you like harmony and peace, etc. Or, you might answer that you are like both a rushing river and a quiet stream, giving reasons why you feel this way. In answering these questions we want you to use your imagination freely in explaining the ways you identify with the choices you made. After going through the list on your own and choosing the fifteen questions to which you want to respond, you can either write out your reasons or just think about what they are.

Now, form your original groups of six and then divide in half. Thus, you will be meeting with two other people for this activity. In these triads each of you should share your responses to the questions with the others stating why you have made your particular choices. Discuss your responses with each other, being willing to make comments about each others' choices, even perhaps disagreeing with another's view of himself.

For the final part of this class session each triad should make up several questions having to do with various occupations (e.g., Are you more like a banker or a doctor?). These questions should be presented in the groups of six, and the members should respond to them.

Outside Activity I

Fill out the Personality Checklist, Worksheet IV-B, by putting a check in the column which indicates the extent to which each of the adjectives is descriptive of you.

Outside Activity II

Pretend that you are in the midst of preparing an autobiography (a book about your own life), and imagine that the chapter you are writing deals with your personality right now. Write a short description of how you view yourself, including things about yourself that satisfy you and changes you would like to make. You can either share this description with someone else, or you can keep it to yourself.

Are You:

____________________ 1. More like a rushing river or a quiet stream?

____________________ 2. More like a big city or a small town?

____________________ 3. More like a tortoise or a hare?

____________________ 4. More like summer or winter?

____________________ 5. More like a Volkswagen or a Cadillac?

____________________ 6. More like a cat or a mouse?

____________________ 7. More like a motorcycle or a bicycle?

____________________ 8. More like a sunny day or a rainy day?

____________________ 9. More like a mountain or a flat field?

____________________ 10. More like a curvy road or a straight road?

____________________ 11. More like a hut or a mansion?

____________________ 12. More like a dove or a hawk?

____________________ 13. More like thin ice or sturdy ground?

____________________ 14. More like a paddle or a ping-pong ball?

____________________ 15. More like a performer or a part of the audience?

____________________ 16. More like a teacher or a student?

____________________ 17. More like the present or the future?

____________________ 18. More like outer space or the earth?

____________________ 19. More like a dreamer or a doer?

____________________ 20. More like a lone tree or a tree in a huge forest?

____________________ 21. More like a wild bird or a bird in a cage?

____________________ 22. More like a submarine or a fish?

____________________ 23. More like a rock or a flower?

____________________ 24. More like a newspaper or a comic book?

____________________ 25. More like a gun or a peace symbol?

Worksheet IV - B

PERSONALITY CHECKLIST

	Usually	Sometimes	Seldom	Never
1. Friendly	___	___	___	___
2. Reliable	___	___	___	___
3. Thorough	___	___	___	___
4. Confident	___	___	___	___
5. Helpful	___	___	___	___
6. Sympathetic	___	___	___	___
7. Cooperative	___	___	___	___
8. Competitive	___	___	___	___
9. Persistent	___	___	___	___
10. Ambitious	___	___	___	___
11. Self-reliant	___	___	___	___
12. Independent	___	___	___	___
13. Affectionate	___	___	___	___
14. Carefree	___	___	___	___
15. Conforming	___	___	___	___
16. Imaginative	___	___	___	___
17. Idealistic	___	___	___	___
18. Patient	___	___	___	___
19. Aggressive	___	___	___	___
20. Serious	___	___	___	___
21. Sociable	___	___	___	___
22. Unpredictable	___	___	___	___
23. Creative	___	___	___	___
24. Open-minded	___	___	___	___

	Usually	Sometimes	Seldom	Never
25. Curious	___	___	___	___
26. Efficient	___	___	___	___
27. Quiet	___	___	___	___
28. Outgoing	___	___	___	___
29. Rebellious	___	___	___	___
30. Powerful	___	___	___	___
31. Observant	___	___	___	___
32. Practical	___	___	___	___
33. Modest	___	___	___	___
34. Searching	___	___	___	___
35. Organized	___	___	___	___
36. Accepting	___	___	___	___

Other Characteristics You Think Should be added

37.	___	___	___	___
38.	___	___	___	___
39.	___	___	___	___
40.	___	___	___	___

SESSION V

EXPLORING YOUR NEEDS

During the last meeting you explored various facets of your personality, and in this session you will have an opportunity to examine some of your needs. The purpose of this exercise is to help you become aware of some of those needs and to learn ways of satisfying them.

Everyone has certain basic needs that must be satisfied in order to stay alive. For example we all need air, water, food and sleep. Beside these physical needs however, people also have some basic emotional needs that must be fulfilled if they are to be happy and satisfied. Thus, we all want to feel safe from threat or danger (safety needs); we all want to feel loved and liked by our family and friends (love needs); we all want to feel that we are accepted for what we are (acceptance needs); and we all want to achieve some success in what we do (achievement needs).

In addition to these very critical needs, people also have a wide variety of other needs. By understanding what their needs are, people can begin to define ways of satisfying them.

This session, therefore, is designed to help you develop a better understanding of your needs and to help you explore various ways of satisfying them.

Part I

For this exercise, we'd like you to imagine that you've just been introduced to a group of miracle workers who are able to satisfy a variety of needs that you may have. These different individuals are described on Worksheet V - A. Each of you should read the list carefully and decide which of these people can provide you with what you want most. Choose the six miracle workers whose gifts you would most like to receive and the six whose gifts you care about least. Then, meet with your group to discuss your choices and explain to each other why you picked the people you did.

After discussing why those different miracle workers can or cannot help you meet your needs, try to think of some things that you can do now and in the future to help you satisfy your needs. On Worksheet V - B list four of your strongest needs that you have identified in this exercise. For each of these needs list what you are doing now or could do now to satisfy it. In addition, try to think about ways you could satisfy these needs in the future through work and other activities. For example, if you have a strong need for helping others, your list might look like the following:

Present: Tutoring someone at school, taking care of pets, doing volunteer work, helping a friend with a problem.

Future: Becoming a teacher, counselor, or stewardess, joining the Peace Corps, working with people rather than things, raising a family.

After you have thought of as many ideas as possible, give the worksheet to two other people in your group who should try to add additional suggestions.

Part II

In order to help you explore even more what is important to you and what satisfactions you hope to achieve, complete the unfinished sentences on Worksheet V - C. After you have responded to the sentences, share your answers with other group members, explaining your responses and questioning others about theirs. If you prefer not to share a certain response with the group, you may keep it to yourself.

Worksheet V - A

Miracle Worker 1 - She can guarantee that you will enjoy a high degree of social status throughout your life.

Miracle Worker 2 - He can assure you that you will do many creative and original things in your lifetime.

Miracle Worker 3 - He can guarantee that you will do much to help others and contribute to making this world a better place.

Miracle Worker 4 - He will make sure that you will be able to do many things on your own and be alone much of the time.

Miracle Worker 5 - He can assure you that you will have fairly definite routines to follow in your work and personal life.

Miracle Worker 6 - She is able to guarantee that you will have the opportunity to provide leadership in many different situations.

Miracle Worker 7 - She can make sure that you will experience a great deal of variety and change throughout your life.

Miracle Worker 8 - He can make certain that you will do a lot of thinking about your beliefs and that you will always strive to live in accordance with your values and ideals.

Miracle Worker 9 - She will make sure that your intellectual capactities are highly developed and that much of what you do will focus on obtaining knowledge and understanding.

Miracle Worker 10 - He can guarantee that you will experience a variety of challenging situations that will provide you with many opportunities for taking risks.

Miracle Worker 11 - She can readily guarantee that you will always have a great deal of responsibility in work and other facets of your life.

Miracle Worker 12 - He can make sure that you will always be able to use your skills, abilities, and talents.

Miracle Worker 13 - He is able to assure you that you will live an orderly and predictable life and will always have a fairly good idea about what is going to happen next.

Miracle Worker 14 - She will make sure that you will always experience a large degree of independence.

Miracle Worker 15 - She can guarantee that you will always be with many different people in your work and daily living.

Miracle Worker 16 - She will provide you with ample opportunity to compete with others.

Miracle Worker 17 - He can assure you that you will have authority over others and be able to influence people.

Miracle Worker 18 - He can guarantee that you will enjoy and appreciate the beauty of many different things.

Miracle Worker 19 - He will make sure that you are provided with numerous opportunities for physical activity.

Miracle Worker 20 - He can make sure that you obtain special notice, attention, and recognition for the different things you do throughout your life.

Worksheet V-B

Need 1 __________	Need 2 __________	Need 3 __________	Need 4 __________
Present	Present	Present	Present
Future	Future	Future	Future

INCOMPLETE SENTENCES

1. If only I could. . .

2. I really want. . .

3. I am happiest when. . .

4. I hope that someday. . .

5. I like people who. . .

6. I often find myself. . .

7. I feel that I. . .

8. It's very important that. . .

9. If I had a million dollars. . .

10. In my fondest dreams. . .

11. I don't want. . .

12. What I want most out of life is. . .

13. I wish. . .

SESSION VI

EXPLORING DIFFERENT LIFE STYLES

Today's session is designed to help you develop a better understanding of your own life style preferences by examining a variety of different life styles. A person's life style means his way of life, the kinds of things he usually does, the way he acts most of the time. As you will find in this activity, there are many different ways of life, and people's life styles are largely determined by their attitudes and values and what they want out of life.

Mr. Hamilton, for example, is a junior executive who works long hours six days a week. He and his wife are very proud of their lovely home in a surburban community where they live with their one child. They own two cars and have modern furniture and many other material possessions. Mr. Hamilton doesn't particularly enjoy his work, but he is willing to devote a lot of time and energy to his job because it furnishes the money for the material goods he desires. In addition, frequent promotions help to satisfy his need for status and recognition.

The traveling which his job requires, plus the long hours of work, leave him with little time to spend with his family or in leisure activities. In what free hours he has, he likes to relax at home, watch sports on television, play golf, and occasionally get together with friends and business associates.

Mr. Reynolds, on the other hand, leads quite a different kind of life. He lives in a small rural community with his wife and four children and makes his living by running the small farm he purchased several years ago. He works about eight or nine hours a day and gains much satisfaction from being outdoors, working with the earth and growing things, and being active physically. His children also like farm life and often help him with various chores. This provides him with the opportunity to spend a considerable amount of time with his youngsters, which pleases him; for he feels that it is important for parents and children to share experiences. Mr. Reynolds earns just enough money to provide for his family, and only rarely has the chance to save a little for the future. Although he wishes his earnings were somewhat higher, he is content with his simple life and is not interested in acquiring many material possessions.

You can clearly see that Mr. Hamilton and Mr. Reynolds have quite different life styles, and also that they have different values and want different things out of life. We have shown you just two examples of possible life styles, but a list of all possible kinds of life styles would probably be endless.

Although people may not have complete control over their life styles, they can to a large extent shape and determine their ways of living. Today's exercise, therefore, is designed to give you an opportunity to explore several different life styles so that you may start thinking about what life style you prefer.

You will be presented with descriptions of seven life styles. Read each one and on Worksheet VI - A jot down your feelings about this style of life. In writing down your reactions to each life style you should consider questions like the following:

1. What aspects of the life style are appealing to you and what aspects of it are unappealing to you?
2. How would such a life style contribute to your happiness and/or how would it detract from your happiness?
3. In what ways does this life style seem consistent with or different from your values?

After everyone has reacted to the different life styles, each of you should choose a partner and discuss one or two life styles to which you had quite different reactions. You should spend about five minutes discussing your ideas, presenting your reaction but also trying to understand the other person's point of view. Then each person should find a new partner and repeat the discussion procedure. Do this until all the life styles have been discussed.

For the last part of this session, each of you should describe briefly the type of life style you personally would like to live.

Instructions for Part II

Between now and the next session, team up with another person in your original group of six to prepare a brief skit that depicts the life style you have described. Thus, for this activity your partner will act with you in your skit and you will act with your partner in his or her skit. The six different skits should be presented to the group. After each presentation, group members should try to interpret the life styles presented and ask questions about them. The presenter should then explain what he or she tried to portray.

Life Style I

Activity, challenge and excitement are very central features of Pete Hasting's way of life. He is a vibrant, out-going person, always seeming to be involved in new and stimulating activities. Living fully and intensely in the present are more important to him than being deeply concerned about the future. In his work he is continually faced with new problems to solve and must often make quick decisions. He also travels frequently to many different places. This involvement takes him away from his family quite a bit, but they do find time to do enjoyable and challenging things together like mountain-climbing, skiing, back-packing and the like. Risk-taking and experimentation are a key part of his existence, and he prefers to try something new and take the chance of not succeeding rather than stick with something just because it is safe and secure. Thus, for Pete life finds meaning in overcoming or conquering obstacles, making quick decisions, finding new challenges, and engaging in adventurous activities.

Life Styles II

Security, self-discipline, hard work, and simple pleasures are the foundations of Bob Fredery's life style. He and his family live in a modest apartment complex in a fairly large city. Bob takes life quite seriously, feeling that it is important to plan ahead and work hard so that he and his family can live comfortably. Life for him proceeds in a fairly predictable and routine fashion. He lives quietly, does not seem to have excessive desires or impulses, and is uncomfortable when something unexpected occurs. Bob feels generally that he has achieved contentment and happiness, and he finds much enjoyment in spending time with his family, having friends over, attending movies and plays, and engaging in sports activities. He desires adequate material comforts and financial security, but he has very little desire to acquire fancy or expensive possessions just for the sake of competing with others. He feels that the societal changes which are taking place are probably necessary but believes that they should be made slowly and carefully so as not to upset the existing order of things. He himself usually does not get involved in various community or social issues because his time and energy are devoted to work, to his family, and to a few leisure time activities.

Life Style III

One of the features of Paula Jacob's life style is social activism, for she is very committed to helping bring about changes for the betterment of society. Because she strongly believes that the quality of our future existence depends upon how we tackle our problems today, she tries to do her share in both her personal and working life to correct some of society's problems, e.g., environmental deterioration, racism, sexism, drug abuse, poverty, etc. She doesn't just "sit back" and merely accept things as they are, but instead is actively involved in trying to improve societal and community conditions. For example, in high school she did volunteer work in the local hospital, tutored students who were having difficulty with English and math, and was active in the peace movement.

Paula is married and intends to remain active outside the home, even after she has children. Currently she works part-time in a day-care center for children of working mothers, is active in the women's rights movement, and does volunteer counseling in a community drug help center. Her commitment to social concerns carries over to her day-to-day living, for she sends her used glass and paper to be recycled, is always interested in the welfare of others, and uses a bike instead of a car whenever possible. Generally Paula leads a life in which she strives to "be herself" and live in accordance with her values and beliefs.

Life Style IV

Jeff Hendricks feels that it is very important to have a lot of money, to hold a position which has much status in the eyes of the community, and to have a lot of material possessions. In order to achieve these goals he has ambitiously attempted over the years to get "as high up" as he could and has been successful in getting several promotions. Although he is pleased that his job has allowed him to "get ahead," he doesn't enjoy his work very much. He is willing to stick with it, however, since it has provided him with so many other benefits.

Jeff finds that he does not have much time to spend with his family or in leisure activities, for he commutes one hour each way to the city from his fashionable suburban home and often works overtime. In general, for Jeff life is quite fast-paced and hectic; but he feels he really wouldn't enjoy a more serene or relaxed type of existence. Although he would like to get involved in certain community activities, he finds that his work is much more important. In the spare time that he does have, he enjoys activities such as playing golf, reading, and attending football and baseball games.

Life Style V

Homemaker, wife and mother are three words that describe Cheryl Rassin's life style. She devotes most of her time and energy to raising a family and providing a good home for those she loves, believing that marriage and child-rearing should be the most important things in a woman's life. She enjoys cooking, sewing, decorating, and other homemaking activities; is very active in the P.T.A.; is a den mother in the Cub Scouts; and is a helping mother in her daughter's second-grade class. At this point in her life she has very little interest or desire to engage in a career, but she does feel that thse should do whatever possible to help promote her husband's success and achievement in the world of work. Thus, Cheryl's satisfactions are derived from taking care of her family, being a good homemaker, and engaging in a variety of community activities related to the welfare of her children.

Life Style VI

Fun, enjoyment, and good times are some of the things of most importance to Jack Martinson. For Jack the primary aim of life is to have as much fun as possible and not to take things too seriously. He feels that because you only live once and don't really know what's going to happen tomorrow, you should try and enjoy things as much as you can today. In keeping with this style of life, he avoids getting too deeply involved with other people, doesn't want to have family responsibilities, changes jobs frequently and makes very few plans for the future. Thus, he has a lot of acquaintances but no close friends, has worked at several different jobs in the past few years, has no savings account, and has several outstanding bills for his fancy clothes, his flashy car, and his attractive apartment. He receives little meaning from his work, but he doesn't really expect work to provide purpose to his life. Instead he looks at work as a way of making money so that he can have the things he wants.

Life Style VII

Personal freedom, simplicity, self understanding, and a sense of harmony with man and nature are important facets of Linda Simon's way of life. She lives in the country with a group of people whose interests and values are similar to hers, and they attempt as much as possible to live a simple life free of many of the rules and restraints of established society. In a sense they live in a self-contained community, and everyone does his share of work to help maintain their house and surrounding land. They grow much of their own food, make their own clothes, and have built some of their own furniture and other household things. Linda is very interested in crafts and pottery and spends a lot of her time making various goods that she sells in order to earn a living. She also spends a great deal of time talking and spending time with people she likes, practicing yoga, listening to music, and expressing her ideas and feelings through painting and sketching. She has adopted this way of life because she is very opposed to many aspects of American society and feels that she should be true to herself and "do her own thing." Thus, for her, living life as simply and sincerely as possible provides her with meaning and purpose and allows her to express her true self.

LIFE STYLE REACTION SHEET

Life Style I

Life Style II

Life Style III

Life Style IV

Life Style V

Life Style VI

Life Style VII

Suggested Learning Activities

1. Think about certain well-known people such as Martin Luther King, Cesar Chavez, Hugh Hefner, etc. Discuss with a class member the character traits and life styles that each brings to mind.

2. Read a biography, novel or play and write a brief description of the life style of the central characters. Compare their life style with your own life style preferences.

3. Take photographs of different things, places, and people engaged in various activities that relate to some of your life style preferences. Arrange them in an attractive fashion.

4. Find examples in different media (newspapers, magazines, T.V., movies etc.) that illustrate various life styles and discuss your reactions to them with other class members.

SESSION VII

RELATING SELF UNDERSTANDING TO CAREER OPTIONS

Note to Teacher or Counselor: Instructions for this activity should be given at the end of the sixth session so that students will have several days to construct the collages at home.

In this module you have been exploring various facets of yourself, and for the final session we would like each of you to make a collage that expresses how you view yourself and what occupational areas you feel might be suitable for you. Thus this collage should present whatever answers you may have to the questions: "Who am I?"

and

"As a result of my understanding of myself, what career might I want to pursue?"

In getting ideas for the collages it may be helpful to review the questions asked in the first session as well as your responses to the various exercises.

The following materials are needed for this activity:

1. A large sheet of construction paper or tag board.
2. Additional construction paper of several different colors.
3. A variety of magazines and newspapers.
4. Crayons, paints and/or colored pencils.
5. Tape, paste or glue.
6. Any other materials such as photographs, small objects that are important to you, etc.

Each person should have a large sheet of construction paper or tag board on which to mount the various materials. In making the collage you may cut pictures, words, phrases or slogans out of magazines or newspapers; draw or paint designs, pictures, or symbols; make objects out of construction paper or do anything else which seems relevant to illustrate various aspects of yourself and career options that are of interest to you.

You will have several days to work on these collages at home; and after they have been completed, you will have the opportunity to share them with other group members. When you meet with your group, each of you should present your collage, and the members should give their interpretation of it. Then you should discuss what you have tried to represent or express.

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Module III:

GOAL SETTING AND PLANNING FOR ONESELF

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OVERVIEW OF THE
GOAL SETTING AND PLANNING FOR ONESELF MODULE

Purpose: Goals are set by individuals to help direct their actions, thoughts, and feelings. People have many different kinds of goals. Some goals are short term, from one week to the next, while other goals are more long-range, covering several years or even a lifetime. Goals people set also cover a broad range of areas, including career, family, pleasure, etc. The purpose of this module is to help students clarify their goals in relation to their values, to set concrete goals, to learn to act upon their plans, and to begin to develop their long range career plans.

Goals: The main goals of this Goal Setting and Planning for Oneself Module are:

1. To help students relate goals to values.
2. To help students understand how to use a specific goal setting procedure.
3. To help students distinguish between personal goals, goals set because of the influence of others, and shared goals.
4. To assist students in learning to work with others in achieving common goals.
5. To assist students in taking the initiative in goal setting.
6. To help students recognize the importance of long range planning to facilitate and further their career interests.

Objectives: Specific behaviors which students should acquire as a result of participating in the Goal Setting and Planning for Oneself module are:

1. Given a list of goals set by others, students will be able to identify values contributing to the stated goals.
2. Students will be able to state and share personal goals with others.
3. Students will be able to recognize, identify, and/or write goals that follow specific criteria.

4. Students will be able to recognize and identify the sources of goals--self, others, and both.

5. Students will be able to identify activities and problems in relation to career goals.

6. Students will be able to develop action strategies that will help them reach career goals.

MODULE SESSIONS

The Goal Setting and Planning for Oneself module consists of six sessions. Each of these sessions can be completed during a class period. In addition, supplementary activities can be added to each session that relate to the overall goals of the module itself.

Session 1 - "Values and How They are the Foundation for Our Goals" - Students are exposed to a number of values and then are asked to rank their personal values and to state general activities that would relate to their values.

Session 2 - "Using Specific Goal Setting Criteria" - Students are presented with case studies that involve skills of individuals. A brief lecturette is presented on goal setting criteria which is followed by a goal setting contract to be completed by each student.

Session 3 - "Reviewing Goals that Were Set - Ours and Others" - Students are presented with case studies of others who have completed the goal contract. Case studies are discussed and new goals are set.

Session 4 - "Goals: Our Own, Others, and Shared" - Students examine day-to-day activities and reasons why they take place. A group task allows students to further experience the thoughts and feelings one has when working on personal and group goals.

Session 5 - "Taking the Initiative: Starting to Plan" - Students examine the importance of planning by being presented with two interviews. A comprehensive Career Planning Guide is presented to students to act upon.

Session 6 - "Long Range Career Planning" - Through the Career Planning Guide, students identify activities and problems they must cope with in relation to potential career goals.

Session I

VALUES AND HOW THEY ARE THE FOUNDATION FOR OUR GOALS

Why do we go out of our way to do some things and not others? Why do we persistently work at some tasks and only spend a short period of time on others? What influences the decisions that we have to make every day? If you simply answered, "Well, we just decide what is important to us" to all these questions, your answer would be quite true. We, of course, do put greater effort into those areas that we see as being more important. We spend more time on them and think about them more often. We might say that these are the things we value. It begins to make sense that we would spend more time and energy in those areas that we really value. Thus, if we value friendship to a very high degree, it then would seem logical that we would spend a lot of time and energy with our friends, working, playing, and helping out one another. Or if we valued education, we would spend a great deal of our time in learning--reading, talking to others who can provide us with increased information and insights, etc.

But wait a minute! Things are not always that way. It doesn't seem to work that way most of the time. In fact, when I think about it more, it seems to rarely work that way. For example:

- We all value education, or most of us do, but millages are constantly defeated. People vote against better education, and federal appropriations are proportionately less for education when compared to other areas.

- We all value our health, yet people smoke when they know it leads to cancer and/or other problems in their internal system. People also don't eat well or exercise properly.

- We all value our natural resources: clean air to breathe and clean streams to swim in, or to fish in. But yet, proportionally little is spent on protecting our environment and only recently has this taken place. We continue to distribute waste materials--cans and bottles on our countryside--and strive for owning and operating the biggest, fastest, and most toxin-producing automobiles. I am sure we could list many more examples which illustrate that we don't always act on our values.

The examples above tell us that it is difficult to determine what it is that people really value--what it is that really is important to the individual. What may seem like a real value in actuality may not seem very important on a day-to-day basis. People get busy and become involved in many activities that take up a great deal of time. Little time is thus allotted to take inventory, to say, "Wait a minute! Let's see what is really important to me." We are now going to take the time to do just that.

LIST OF VALUES

This exercise was prepared to help individuals compare their own values. We are going to examine each value in the following two ways: First, weigh each value according to its importance to you. On the following list, circle the phrase which most closely approximates the importance the value has for you.

Second, rank your top five values from the list on the Value Ranking Worksheet.

How important to you is . . .

Justice: The quality of being impartial or fair; valueing truth, fact, or reason; having the desire to treat others fairly.

Not important
Moderately important
Quite important
Extremely important

Altruism: Having concern for the interests or well-being of other people.

Not important
Moderately important
Quite important
Extremely important

Recognition: Being made to feel significant and important; being given special notice or attention.

Not important
Moderately important
Quite important
Extremely important

Pleasure: The feeling of being pleased, delight, joy, expectation of what is good or greatly desired. "Pleasure" stresses satisfaction, contentment or enjoyment rather than visible happiness.

Not important
Moderately important
Quite important
Extremely important

Wisdom: The possession of knowledge, good sense and good judgment.

Not important
Moderately important
Quite important
Extremely important

Honesty: Fairness or straightforwardness of conduct; sincerity, truthfulness, frankness, integrity.

Not important
Moderately important
Quite important
Extremely important

Achievement: Accomplishment; a result brought about by one's effort and persistence, or endeavor. The word "achieve" is defined as: "to bring to a successful conclusion; accomplishment; to attain a desired end or aim."

Not important
Moderately important
Quite important
Extremely important

Autonomy: The ability to be independent and not controlled by others.

Not important
Moderately important
Quite important
Extremely important

Wealth: Large amount of valuable material possessions, property or money; riches.

Not important
Moderately important
Quite important
Extremely important

Power: The ability to do something well and possession of control, authority, influence over others.

Not important
Moderately important
Quite important
Extremely important

Love: A strong feeling of affection and fondness, warm attachment, enthusiasm, or devotion; unselfish devotion that freely accepts another in loyalty and seeks his/her good.

Not important
Moderately important
Quite important
Extremely important

Aesthetics: The appreciation and enjoyment of beauty for beauty's sake.

Not important
Moderately important
Quite important
Extremely important

Physical Appearance: Concern for the beauty of one's own body.

Not important
Moderately important
Quite important
Extremely important

Health: The condition of being sound in body; freedom from physical pain or disease; the general condition of the body; well-being.

Not important
Moderately important
Quite important
Extremely important

Skill: The ability to use one's knowledge effectively and readily, to do something well and expertly as a result of training, practice or experience.

Not important
Moderately important
Quite important
Extremely important

Emotional Well-being: Freedom from overwhelming anxiety, tension and inner conflict; a peace of mind; inner security.

Not important
Moderately important
Quite important
Extremely important

Knowledge: The seeking of truth, information, or principles for the satisfaction of curiosity, for use, or for the power of knowing.

Not important
Moderately important
Quite important
Extremely important

Morality: The belief in and keeping of ethical and moral standards.

Not important
Moderately important
Quite important
Extremely important

Religious Faith: Having a belief in God and practicing some form of religion.

Not important
Moderately important
Quite important
Extremely important

Loyalty: Maintaining faithfulness to a person, group, institution, or political system.

Not important
Moderately important
Quite important
Extremely important

VALUE RANKING

Now, go back over the list of values. Look closely at those values you circled as extremely important and quite important. On the following lines write in your top five values from the listing.

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4. ______________________________

____

____

5. ______________________________

____

____

Session II

USING A SPECIFIC GOAL SETTING PROCEDURE

Why do some people seem to accomplish things and why do other people seem unable to get the job done? Could it be that some people are just lucky--that certain events fall into place? Or are there other factors that play a significant role in determining how things turn out? Let's see if we can find out by reviewing the following case studies of people who are striving to accomplish something.

(Four case studies) Options: leader reads case studies
use of taped case studies
students read case studies

Case Study One

Laurie is an eleventh grade student. She has worked hard in school studies and has made the honor roll on several occasions. She is the second of three daughters in her family. Her older sister graduated two years before Laurie from the same high school. Laurie thinks a lot of Allison, who is now at the university, majoring in speech and drama. In thinking back, Laurie remembers Allison as being quite popular in high school--playing the lead role in class plays, being chosen Homecoming Queen contest winner, etc. At times this creates a problem for Laurie, because it seems that teachers and even her parents expect the same from her.

This feeling really surfaced last year when tryouts were conducted for the class play. When the announcement came, Laurie's first impression was no. She wasn't interested and would rather spend the time doing other things. But as the week moved on, she felt the pressure. Her mother asked her if she was going to try out, and she said she didn't think so. Although her mother didn't seem disappointed, Laurie felt the disappointment in herself. By Wednesday of the same week, Laurie was feeling more of the pressure, especially after being encouraged by several of her friends to try out for the part. Laurie felt sick on Wednesday afternoon and came home from school early. On Thursday she stayed home. The entire day was frustrating because she continually asked herself whether or not she should make an effort in trying out for the play. On Friday she decided at the last minute to try for the part. Although she had no time to prepare and had little information about the play itself, Laurie tried out for the part on Friday afternoon.

Needless to say, Laurie didn't get the part. Afterwards Laurie had mixed emotions--feelings of failure, disappointment,etc., along with a sigh of relief.

Case Study Two

Karen is in her mid-thirties. She has two children and her husband works for a publishing company. He makes enough money so that she doesn't have to work if she doesn't want to. During the past few years this has been the case. Karen has enjoyed being at home with the children. Recently, she and Ken have been talking about the possibilities of Karen's getting out, since the children are both in school. Karen likes the idea and looks forward to the change. Ken is also encouraging.

A while back one of Ken's co-workers mentioned that a research corporation was hiring people for a variety of positions. When Karen was informed, she expressed high interest. Although the kind of research and the duties involved were not exactly known, Karen wanted to follow it up immediately. Karen called and made an appointment. She wanted to make contact quickly for fear of losing the position to someone else.

That same afternoon Karen found herself talking to the Director of Research at the Center. What she hoped would be an involved and interesting session turned out to be discouraging. Karen and the director did not seem to communicate. Some of the words he used didn't seem to make sense. Often the conversation seemed to die quickly. Karen just couldn't seem to find the right questions to ask.

Later that evening, Karen described the interview as being somewhat empty to Ken. She still wasn't clear as to many functions of the corporation and although she thought she would like to work there, she had little hope of getting the job. Karen, of course, did not get the job.

Case Study Three

When Charles was a young man, he had a great many dreams and desires. For a long time he wanted to become a professional athlete. He participated in sports while in junior high school. As Charles entered high school, he followed sports closely, but was not an active participant. He enjoyed going to the games with his many friends, as Charles was well liked by his classmates. Teachers also thought well of Charles.

The one problem that Charles did experience, beginning in the early elementary grades, was reading ability. The problem seemed to get more complex as Charles went from one grade level to the next. Also, in large part because of this problem, he always scored low in the school testing programs. Despite the reading handicap, Charles did make extensive efforts to complete class assignments and had a commendable attendance record.

By the time Charles was in high school, most of the effort by himself, his counselors and his teachers seemed to be in the direction of his taking courses that involved as little reading as possible, rather than working on the reading problem. Charles first rejected the idea that he enroll at the vocational center during his junior year. After looking more closely at specific programs, Charles did decide to enroll in the appliance repair program. He was somewhat interested in this area, but really couldn't see himself in the occupation after high school graduation.

In conversations with the counselor, Charles often expressed interest in becoming a lawyer. During these times questions asked of Charles regarding if he knew what background, grades, and qualifications would be needed to get into law school were not fully followed up. The counselor expressed a need for specifics in such cases, while Charles seemed more comfortable in avoiding such conversations.

Wants to get lead in play. Tries out because of outside pressure and not because she really wants to -	Woman wants job; little exploration of duties; little pre-planning	Male wants to become lawyer; not specific enough, unrealistic, not possible	Male wants a position, pre-plans, sets intermediate goals, is specific
FAILS	FAILS	FAILS	SUCCEEDS

REVIEW THE FOLLOWING QUESTIONS.

Discussion Concerning the Case Studies

1. Why was Laurie frustrated?

2. What could she have done differently to avoid this feeling?

3. Why did Laurie fail to make the play?

4. What part did Laurie's mother and sister play?

5. Did Laurie really want to go out for the play?

6. Why didn't Karen get the job?

7. What kinds of things might Karen have done to increase her chance of having a better interview and getting the job?

8. What was Charles' goal?

9. How realistic was his goal?

10. What kinds of things should Charles be doing now so he can accompiish his goal?

11. Do you think Charles will do any of the above suggestions? (obtained from question #10)

12. How can Charles' counselor and teachers help?

13. How is the story of James different from the other three stories?

14. What were some of the problems James had when trying to reach his goal?

DIRECTIONS FOR GOAL SETTING

As you probably discovered, Jim was the only one to achieve his goals, and this was largely due to the fact that he set realistic goals and stuck to them. Now you will have an opportunity to set some goals for yourself. To help you do this, you will be provided with a list of goal setting criteria which presents some information about how goals should be set.

After you have reviewed the goal setting criteria on the next page, take action by completing the following steps:

1. Using your value list, set a goal for each of the five top values. (Be sure that the goal meets the criteria stated.)

2. To review your goals and to be sure they meet the criteria, form a partnership with another member of the class. In your meeting, first review each other's goals. Second, take one of the goals and adjust it so it can be met by next week. Third, complete the contract form with your partner--state goal, list three check points during the week and sign your name.

Note to Counselor or Teacher: You should have a copy of the contract to take back with you between the 2nd and 3rd sessions. Give feedback written on each student's contract regarding (1) if it met the criteria; (2) if the goal was realistic; (3) if it was a challenging goal; (4) if it was done quickly with no meaning; (5) if checkpoints were realistic.

GOAL SETTING CRITERIA

1. Conceivable. The goal must be conceivable. You must be able to put it into words. It cannot be something you have a vague or hazy feeling about, but rather something that you can put into words as a definite goal.

2. Believable. You must believe you can achieve the goal in the period of time that is at your disposal, i.e., in seven days.

3. Achievable. It must be possible for the goal to be achieved in the next seven days.

4. Measurable. The goal must be put into measurable, specific terms rather than left in abstract or general terms. For example, it is not sufficient for a student to say, "I will study more in the next seven days," or "I will try harder." The goal must take a more specific form such as "I will study Anthropology two hours a day on Monday, Wednesday, Friday of this week." In this criterion you become aware of what you have to do to achieve your goal.

5. Meaningful. The goal must be something that you want to do, rather than something that you feel you must do. The goal cannot be set for you by someone else. For example, a test on Thursday cannot determine the goal of studying for a test.

6. Specific. The goal must be presented without an alternative. You commit yourself to a specific plan, not two alternate plans. (For instance, it is not acceptable to say, "I will either study Anthropology or I will do my music assignment."

CONTRACT FORM

I understand the goal setting criteria. My goal for next week is:

____

____

____

Checkpoints during the week by my partner ____________________
(name)

include:

1. ________________________
2. ________________________
3. ________________________

My name: ____________________
(signature)

Session III

REVIEWING GOALS THAT WERE SET -- OURS OR OTHERS

Activities and Goals

Last week you set a goal that was important to you. Since that time much has happened. You may have accomplished your goal and may already have set one or two additional goals. Maybe something came up during the week that prevented you from accomplishing your goal, or possibly you found out or decided that the goal wasn't important to you. Whatever is the case, it is important that you know what really happened. It is important for you to know this in order to further understand yourself and your own actions in relation to goal accomplishments.

The following case studies of people like yourself who have also set goals should be helpful.

Case Studies

High School Student -

Larry is a high school student who was involved in a classroom that used a goal setting practice similar to the one you participated in last week. Larry was happy about this because he saw it as a way to help him accomplish the things he was really interested in. He would now have a push to help him take some action. Therefore, Larry listened carefully to the facilitator when he talked about values. He was also able to indicate on the value form those things that seemed important to him. The second step of the goal setting also seemed practical to Larry and he actively participated in the process. The criteria used were first a bit confusing, and he asked several questions on how it would be reported back to the instructor and to the group as a whole. Achievement was one of the values that Larry listed as being important. He had been thinking about getting a job and now thought that this would be a way that would force him into reaching his goal of obtaining a job.

Larry had an enjoyable meeting with his partner Mike who also set a goal. Mike signed his name as Larry's partner and agreed to check with Larry three times before the next session. The checkpoints were just before lunch on Wednesday and just before lunch on Friday. The final check would be a telephone call on Monday directly after school before the group met again on Tuesday.

The following events took place: on Wednesday, things were rushed. There was a large crowd in the school lunch line and Mike yelled to Larry asking if he had done anything. Larry said not yet, since he hadn't had enough time to do anything so soon. The conversation was short since there was a great deal of noise in the lunch room line and Larry and Mike were going in different directions.

After school Thursday Larry and a group of his friends played basketball. He came home late for dinner and was tired. Directly after dinner Larry went to his room to do some studying as he was a little behind in English and Social Science courses. Larry dozed off, woke up about 9:30 and spent the next hour and a half talking to his Friday evening date.

On Friday, Mike had a chance to talk with Larry while they were standing together in the cafeteria line. The conversation did not concentrate much on Larry's goal. It was only brought up once, and that was by Larry himself.

The weekend for Larry went as follows: A Friday night date, slept late Saturday morning, Saturday afternoon and evening relatives visited, Sunday watched television and Sunday evening did some studying.

Larry was late for class on Monday, and it seemed as though the entire day was set back. Immediately after school he went home to take a nap. While lying down he thought that Mike would probably be calling him. Larry slept for an hour and a half -- he did not get a call from Mike and then decided to watch some television that evening. Before turning on the television he checked the newspaper quickly regarding job possibilities. After making one telephone call and being informed that the position was filled, he decided not to make further attempts until later in the week.

Larry met with the group and reported his progress toward accomplishing his goal.

Discussion

Instructions: Now take a little time to review the case study and write your comments in the space provided, regarding the following statements:

The above case study tells the following:

1. Larry's goal was not really important to him ____________

____

2. Larry is lazy ____

____

3. Larry lies to himself______________________________________

____

4. Larry made some attempts to accomplish his goal __________

____

5. Mike let Larry down by not contacting him on Monday ______

____

6. Larry depended on Mike rather than himself ________________

____

7. Larry showed some skill in job hunting by checking the help-wanted ads ______________________________________

____

8. Larry is not very persistent _______________________________

____

9. Larry does not want a job __________________________________

____

10. One does not always accomplish his goals, and the reasons are usually self-determined ________________________________

____

Case Study Two

High School Student -

Jane also participated in the goal-setting session. Jane's goal was to finish reading a novel that she enjoyed a great deal. She had one more chapter to complete and knew it would be easy for her to complete by the next session. She already had planned to do it anyway and had been thinking about a second novel she could begin next week.

During the session, Jane had hoped she would be grouped with Tom, someone she wanted to meet but really never had the opportunity to talk with in classes. For some reason she would shy away even when it seemed as if he was about to speak to her.

Instead, Jane worked with Mary in checking with each other in regard to goal accomplishments. This was a little unappealing since Mary was more popular and had little difficulty in meeting and talking to boys in school. Jane somewhat admired this characteristic in Mary, but never did mention the subject in the session. All in all, the goal-setting was a little disappointing to Jane. She felt it had no utility for her, knowing that her goal would be easily accomplished. She completed her novel early in the week and had a second novel partly read before the second session.

Jane took the option of a free period with access to the library instead of attending the second or any future goal-setting sessions.

Discussion

Instructions: Take a few minutes to again review the case study and write in your reactions to each of the following comments:

The above case study tells us the following:

1. Jane set her goal and accomplished it ______________________

____

____

2. Jane should have set a goal that was more challenging and involving ______________________________________

____

3. Jane copped out in her goal ______________________________

____

____

4. Setting goals is not always easy and may take some personal courage ____

____

5. It is very important to focus upon one's present values when setting goals ______________________________________

____

____

6. Sometimes people need the push of someone or something outside in order for progress to take place __________________

____

____

7. Goals are useful only if they have personal meaning ______

____

____

Now that you have discussed what other people have done to try and achieve their goals, meet in groups of 3-4 to discuss the following:

Take a look at the goal you set last week. Ask yourself these questions and set another goal for next week.

1. How important was it that I accomplish this goal?
2. Did the goal have personal value for me?
3. Did I set an impossible goal?
4. Was my goal too easy and not really a challenge?
5. What kinds of things did I do to avoid accomplishing my goal?
6. What can I do differently this week to accomplish my goal?
7. My new goal is ______________________________

Sign second contract:

CONTRACT FORM

I understand the goal setting criteria. My goal for next week is:

____

____

____

Checkpoints during the week by my partner, ______________________
(name)

include:

1. ____________________
2. ____________________
3. ____________________

My Name: ______________________________
(signature)

Session IV

GOALS - OUR OWN, OTHERS, SHARED

(a) There are several reasons why we do things. Some activities are done because we are really interested in them: we do them for our own personal satisfaction. Other things are done because someone else wants us to do them, or they are expected of us. Many times the completion of an activity will give us personal satisfaction as well as being helpful to others.

Let's now take a look at our own activities within this past week to see what activities we wanted to do, what activities we did mainly because of others' expectations, and what activities included a little of both. Take a few minutes to complete this inventory.

Complete column one by listing activities. Make a check in the following three columns if activity was done because you wanted to do it, done because of others, or both. Total up your checks in the three columns. Discuss in pairs or small groups.

INVENTORY OF ACTIVITIES

List of Activities	Did mainly because I wanted to	Did mainly because of others	Both
Related to school:			
Related to home:			
Other activities:			
TOTAL			

Most people balance their activities. Some are done solely because of self-interest. Some might be done mainly because of others. Most activities probably have a little of both in them. If the reasons for your activities this week seem unbalanced, you might want to further check this out in the next few weeks and possibly start changing some of the activities through specific goal-setting procedures.

(b) The second activity today involves six participants working together toward a common goal.

(1) Break up into groups of six.

(2) One member of the group is to serve as observer/ judge who has a set of instructions to follow

(3) The observer/judge now gives instructions to the group.

(4) Begin activity. Use observer/judge notes as discussion following the activity.

BROKEN SQUARES
(Instructions for Facilitator)

Goals

I. To analyze certain aspects of cooperation in solving a group problem.

II. To sensitize the participants to some of their own behaviors which may contribute toward or obstruct the solving of a group problem or goal.

Group Size

Any number of groups of six participants each. There will be five participants and an observer/judge.

Time Required

Fifteen minutes for the exercise and fifteen minutes for discussion.

Materials Utilized

I. Chalkboard, chalk, eraser.

II. Individual tables that will seat five participants, or you could use a space on the floor.

III. One set of instructions for each group of five participants and one for the observer/judge.

IV. One set of broken squares for each group of five participants.

Physical Setting

Tables should be spaced far enough apart so that the various groups cannot observe the activities of other groups.

Process

The facilitator may wish to begin with a discussion of the meaning of cooperation; this should lead to suggestions by the groups of what is essential in successful group cooperation. These may be listed on the board, and the facilitator may introduce the exercise by indicating that the groups will conduct an experiment to test their suggestions. Basic suggestions which the facilitator may want to bring out of the groups are as follows:

1. Each individual must understand the total problem.

2. Each individual should understand how he can contribute toward solving the problem.

3. Each individual should be aware of the possible contributions of other individuals.

4. There is a need to recognize the problems of other individuals, in order to aid them in making their maximum contribution.

Instructions are as follows:

A. When the preliminary discussion is finished, the facilitator asks the observer of each group to distribute the envelopes from the prepared packets. The envelopes are to remain unopened until the signal to work is given.

B. The facilitator then reads the instructions to the group, calling for questions or questioning groups as to their understanding of the instructions. It will be necessary for the facilitator or her/his assistants to monitor the tables during the exercise to enforce rules which have been established in the instructions.

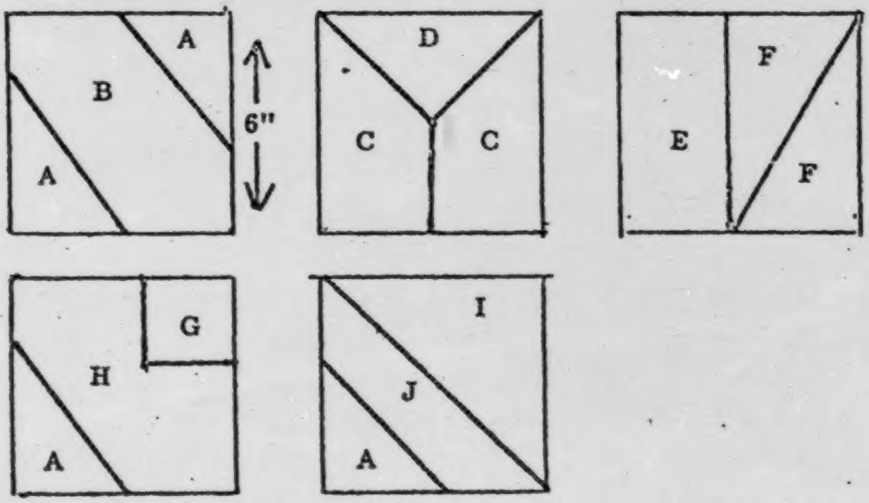
C. When all the groups have completed the task, the facilitator will engage the groups in a discussion of the experience. Discussion should focus on feelings more than merely relating experiences and general observations. The facilitator may want the groups to relate this experience with their "back home" situations.

This exercise is adapted from Communication Patterns in Task-Oriented Groups, by Alex Bavelas.

BROKEN SQUARES
DIRECTIONS FOR MAKING A SET OF SQUARES

A set of five envelopes containing pieces of cardboard which have been cut into different patterns and which when properly arranged will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, approximately six by six inches. Place the squares in a row and mark them as below, pencilling the letters A, B, C, etc., lightly so they can later be erased.



The lines should be so drawn that when cut out, all pieces marked A will be of exactly the same size, all pieces marked B of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark each of the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces	I, H, E
B	A, A, A, C
C	D, F
D	A, J
E	G, B, F, C

Erase the pencilled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a gropp has completed the task.

BROKEN SQUARES

Instructions to the Group

In this packet there are five envelopes, each of which consists of pieces of cardboard for forming squares. When the signal is given to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak.
2. No member may ask another member for a card or in any way signal that another person is to give him a card.
3. Members may, however, give cards to other members.

Are the instructions clear? (Questions are answered.)

Facilitator gives signal, "Begin working."

BROKEN SQUARES

Instructions to the Observer/Judge

Observer:

Your job is part observer and part judge. Make sure each participant observes the rules:

1. No talking, pointing, or any kind of communicating among the five people in your group.

2. Participants may give pieces to other participants but may not take pieces from other members.

3. Participants may not simply throw their pieces into the center for others to take; they have to give the pieces directly to one individual.

4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

Do your best to strictly enforce these rules.

As an observer, you may want to look for some of the following:

1. Who is willing to give away pieces of the puzzle?

2. Did anyone complete his/her puzzle and then not seem too concerned if the rest of the group finished?

3. Is there anyone who continually struggles with his pieces but yet is unwilling to give any or all of them away?

4. How many people are actively engaged in mentally putting the pieces together?

5. Periodically check the level of frustration and anxiety. Do some people find this task difficult to do?

6. Was there any critical turning point at which time the group began to cooperate?

7. Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?

Session V

TAKING THE INITIATIVE: STARTING TO PLAN

What do we mean by taking the initiative? We hear that term quite often. Does it mean someone who moves rapidly from one task to another? Someone who is boisterous, bold, and aggressive? The so-called born leader who is destined to lead because of specific inherited traits?

The last few questions would have to be answered negatively. Too often we have incorrect ideas about what it means to take the initiative and see only the end result--the action or the product of our efforts. What is often forgotten is the most important segment, that part or those activities which you have been involved in during the last weeks. This includes first focusing on what is important to you and, second, carefully making plans and setting goals in those areas. You have begun to set some short term goals for yourself. Now it is time to look at goals on a more long-range basis and to see what thoughts go through the minds of people who have been quite successful in accomplishing their goals in life.

Take, for example, the thoughts expressed by someone who has been very successful in business.

INTERVIEW

Options: (1) on tape; (2) read by facilitator;
(3) read by students; (4) role-played

Interviewer: Mr. Andrews, you have been in business for quite some time and have proven to be very successful, at least in terms of your ability to expand your business, increase profits, and become financially independent. Is there something that you might want to mention to someone just beginning? Are there any secrets or is there a formula that one might follow which would help to increase the odds for success?

Mr. Andrews: Of course, in anything you do there is a certain amount of risk involved. You might say in some instances it borders upon downright luck or circumstance. So it makes me shudder a little when you ask whether there is some kind of formula or method to success, say in business or in any so-desired endeavor. In my own thinking I believe there are ways in which you can minimize the degree to which luck or circumstance plays a part in any given situation. And, I think when one does this, he/she can overcome a series of unpredicted events by what I call over-preparation. This simply means thorough, detailed, exact, comprehensive planning. To give you an example, let's say I am in the process of expanding a particular segment of our operation. Let's say I want to expand our product consumption on the West Coast. This is my goal, and I have a definite figure in mind--a definite % of expansion. That is my goal - very clear. I start looking at how I can do this. What specific steps will lead me there? I have kind of an outline in my mind, and sometimes on paper, as to how I am going to get there. I know I have to follow a plan. I know I am going to have to contact some people, key people whom I know, or who have been highly recommended to me by someone I have confidence in. These are my resource people. I know that I will need from them general information, financing possibilities, etc. I know the weakness in our own company that will have to be strengthened in order for us to expand and obtain additional financing to help us grow, as well as knowing the present problems of obtaining loans because of economic restraints. So these are the things you must know and think about.

Interrupt tape

We heard from Mr. Andrews. He mentioned things like setting a specific goal (know % of expansion) - knowing specific steps (action strategies) to get there. Also he mentioned people that would help him and obstacles - those within the company and those outside of the company (economy) - that would hinder progress.

Now let's hear from someone in a different setting regarding the same subject.

Interviewer: Mrs. Allen, you have been an effective teacher, at least that is what we are told by many of your students, the principal, and your fellow teachers. Are there any things you can share with us that would help new teachers?

Mrs. Allen: First thing that I think is important is a sense of humor. There are days when this really comes in handy. But beyond this, there are certain things or maybe characteristics that are definitely important in general. First and foremost I would say getting involved. This probably comes naturally to most teachers after a while. But I think it's important to remember, especially at the start of the year. Students want to know if you care, if you understand them, their hopes, their fears, and their concerns. We as adults sometimes can be very sensitive to our own feelings, but too often forget that such feelings are shared by our students.

Getting involved is not the only important item. If this were all that would be needed, the job would be quite a bit easier and less time-consuming. Being prepared is the other major ingredient - especially in the beginning. I would spend hours getting prepared for a lesson. Only in this way can you be confident of what you are doing. This confidence shows through to students just as it shows when you try to speak about something you don't know fully or when you are not adequately prepared for your lessons.

Discussion

We have heard two people talk about the kinds of things that seem to work best for them. Additional interviews would continue to reveal similar statements as be prepared, set goals, and plan well. The best way of planning is to be very specific.

Therefore, let's now use an achievement plan to be specific. First, read through the achievement plan. After you are finished reading, please ask questions concerning things you do not understand.

Now take a few minutes and pick out an occupation you are interested in. For example, I want to become an (X-Ray Technologist).

Write your goal on the space provided on the Guide to Career Goal Accomplishment. Then complete the remainder of the guide which helps you examine this occupational area more thoroughly.

Discuss part of completed guide as time permits. Have participants bring the completed guide back to the group for the final session.

GUIDE TO CAREER GOAL ACCOMPLISHMENT

Being Specific in Your Planning

The following exercise is to help you be specific in your plans. It should be emphasized that the occupational area you choose, although important, is not the major concern here. The important point is that you have a procedure to follow that might be helpful in exploring a number of occupations now and in future years.

GUIDE TO CAREER GOAL ACCOMPLISHMENT

This exercise is designed to help you create a plan for attaining a long-range goal which is important to you. The steps are modeled after the way many people think when they are in the process of accomplishing something significant. Following these steps should help you improve your ability to achieve goals.

Pick the career goal you most want to work on by ____________________. In choosing this goal, you should
(state deadline)
consider:

1. The importance of the goal.
2. The ease of attainment,
3. Whether the goal is in conflict with other goals (and would, therefore, require working on those other goals).

The main thing is to get clearly in mind what you are striving for. The following guide should help you do this:

I. Define Your Career Goal

State as exactly as possible what goal you want to achieve by
______________________________.
(state deadline)

____

____

____

Now think about your goal in terms of the following:

Need - How important is it that you achieve this goal? __________

____

Conflicts - How does this goal relate to other goals? What conflicts are there? ________________________________

____

Success Feelings - Try to imagine how you will feel when you attain this goal. ________________________________

____

Failure Feelings - How do you think you will feel if you do not attain this goal? (Try to imagine again.) What are your feelings?

____

____

Hope of Success - What do you think about your chances of succeeding? What will happen if you do succeed?__________________

____

Fear of Failure - What will happen if you fail?______________

____

II. Plan to Accomplish Your Goal

Now that you have defined your goal, the next step is to plan how to achieve it. You should consider the following items:

1. Personal shortcomings to be overcome
2. Obstacles in the world to be overcome
3. Actions which you can do to achieve your goal
4. Help you can get from others

The first two items refer to things which can prevent you from reaching your goal. The last two items refer to things which you and others can do to achieve your goal.

A. Removing Obstacles

What personal shortcomings will keep you from achieving your goal?

1. ____
2. ____
3. ____
4. ____

What obstacles in the world will keep you from achieving your goal?

1. ____
2. ____
3. ____
4. ____

Obstacles or Shortcomings	What you can do about each
1. ____________________	____________________
	____________________
	____________________
	____________________
2. ____________________	____________________
	____________________
	____________________
	____________________
3. ____________________	____________________
	____________________
	____________________
	____________________
4. ____________________	____________________
	____________________
	____________________
	____________________

B. Planning Action

What specific things can you do which will move you toward your goal?

1. ____
2. ____
3. ____
4. ____
5. ____

C. What Resources Will Help You Achieve the Goal?

Who can help you achieve your goal?	What will you ask of that person?
1. ____________________	____________________
	____________________

2. __________________________ __________________________

____

____

3. __________________________ __________________________

____

____

4. __________________________ __________________________

____

____

Session VI

LONG RANGE CAREER PLANNING

Last session you were presented with a career guide intended to be helpful in your career planning activities. The guide tends to be very specific in covering key areas related to goal setting.

After you were able to clearly define the goal, how important it is, and how you feel about chances of succeeding, you were asked to examine the following areas more fully:

1. Identifying the Obstacles which may get in the way of goal accomplishment. This involves both personal obstacles or shortcomings, and external or outside obstacles which may interfere in goal accomplishment.

2. Planning Action to accomplish your goal. Planning action involves specific steps that you can take now which will help in accomplishing the goal.

3. Locating Resources to help in goal accomplishment. This involves the people that you can talk to and work with in relation to goal accomplishment. Additional resources would include reading materials—along with institutions, companies, and agencies you might visit.

Directions;

Participants are to break up into groups of three to four per group. Case studies are distributed along with a new copy of the Guide to Career Goal Accomplishment. The following procedure should be followed:

1. The group should pick out one of the two case studies and complete part one of the career guide--state goal as indicated by person in case study, along with the individual's feelings related to the goal.

2. The group should be identified as I, II or III. Number I group would identify all possible personal and outside obstacles related to the goal. Number II group would clearly state the action strategies which could be performed by the individual now. Number III group would identify all possible resources which the individual could tap which would be helpful in goal accomplishment.

3. After ten minutes the groups would share their results.

Now individuals would take out their own Career Guide. Time is allowed to more carefully complete the Career Goal Guide. After about five minutes students would meet back in their smaller groups and share their career goals, obstacles, action steps, and resources.

CASE STUDY ONE

You could not describe Alice as a hippie, drug user, or drop-out from society. Alice is now 21 years old. She is out of a job, not going to school, and living with her parents. Looking at her present clothing, sandals, and long, stringy hair, you would not know that she is very bright, creative, and talented. You would not know that both her parents are college graduates working at a university. Alice doesn't know what to do, and she does want to do something. She wants to be part of a future and the world she lives in. Alice is a girl who did not graduate from high school; she made straight A's in junior high school and D's and F's in the tenth grade. For a short while in the junior year her grades did improve. Although frequently absent, she did good work when she was in class. When she stayed home, she read or painted. Her knowledge was great, and her paintings were excellent. But falling behind in her assignments in her senior year, she dropped out when she turned 18 in March of that year.

Her home life was chaotic. There were fights with her parents about grades and going to college. They didn't care what she did socially, or whether she stayed out late. They did care about grades. She was eager to be on her own.

The following September she entered junior college on petition. She left within two months to follow a boy she had met the previous summer. She worked in an office doing filing. She quit this job and worked at the post office until she had earned enough money to quit that job. Then she got an apartment in a nearby city and studied yoga. Tiring of it, she returned to junior college again, this time to study interior decorating. She hated the routine assignments and quit, even though she was making good grades.

Alice dated sometimes during these years, but never was interested in any of the boys. She was frequently depressed, really wanting to be part of an academic world that would stimulate her. She loved to learn. She wanted to be needed.

Recently Alice has become more interested in going back to school. She has set a goal now of returning to school and obtaining a teaching degree. Her plans are to teach art and also to paint commercially.

CASE STUDY TWO

While in his junior year, Joe was thrown out of high school because he got into a fight with his shop teacher. For several months afterwards he did odd jobs and hung out with a few of his friends on his street. Later he and one of his friends were arrested for disturbing the peace. Given a choice among going to jail, returning to school, and joining the army, he enlisted. Since returning from Vietnam, Joe has worked as a dishwasher, delivery boy, hospital attendant, and volunteer playground supervisor. None of these jobs lasted more than three months. Joe would like to do something with himself, perhaps continue with training like that he received in the Army as a medic. But his friends aren't very helpful, and Joe doesn't feel he has much of a chance to improve his present situation.

GUIDE TO CAREER GOAL ACCOMPLISHMENT

This exercise is designed to help you create a plan for attaining a long-range goal which is important to you. The steps are modeled after the way many people think when they are in the process of accomplishing something significant. Following these steps should help you improve your ability to achieve goals.

Pick the career goal you most want to work on by ____________________ (state deadline). In choosing this goal, you should consider:

1. The importance of the goal.
2. The ease of attainment,
3. Whether the goal is in conflict with other goals (and would, therefore, require working on those other goals).

The main thing is to get clearly in mind what you are striving for. The following guide should help you do this:

I. Define Your Career Goal

State as exactly as possible what goal you want to achieve by

____________________________.
(state deadline)

____

____

____

Now think about your goal in terms of the following:

Need - How important is it that you achieve this goal? __________

____

Conflicts - How does this goal relate to other goals? What conflicts are there? ____________________________________

____

Success Feelings - Try to imagine how you will feel when you attain this goal. ____________________________________

____

Failure Feelings - How do you think you will feel if you do not attain this goal? (Try to imagine again.) What are your feelings?

____

____

Hope of Success - What do you think about your chances of succeeding? What will happen if you do succeed?____________________

____

Fear of Failure - What will happen if you fail?________________

____

II. Plan to Accomplish Your Goal

Now that you have defined your goal, the next step is to plan how to achieve it! You should consider the following items:

1. Personal shortcomings to be overcome
2. Obstacles in the world to be overcome
3. Actions which you can do to achieve your goal
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A. Removing Obstacles

What personal shortcomings will keep you from achieving your goal?

1. ____
2. ____
3. ____
4. ____

What obstacles in the world will keep you from achieving your goal?

1. ____
2. ____
3. ____
4. ____

Obstacles or Shortcomings

What you can do about each

1.

2.

3.

4.

B. Planning Action

What specific things can you do which will move you toward your goal?

1.

2.

3.

4.

5.

C. What Resources Will Help You Achieve the Goal?

Who can help you achieve your goal?

What will you ask of that person?

1.

2._____________________________

3._____________________________

4._____________________________

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Module IV:

BROADENING CAREER PERSPECTIVES

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OVERVIEW OF THE BROADENING CAREER PERSPECTIVES MODULE

Purpose: The purpose of this module is to help students increase their understanding of the variety of alternatives available to them and to increase their understanding of the breadth of factors to explore in career planning and decision making. Specifically, it intends to counteract students' tendencies to narrowly perceive the world of work by helping them develop an understanding of new career roles, evaluate changing work values, develop increased sensitivity to the social consequences of various work roles, explore means of attaining satisfaction and meaning from work, and become aware of the different options they can pursue.

Goals: The main goals of this broadening career perspectives module are:

1. To help students develop an understanding of new career roles and why they are emerging.
2. To introduce students to a variety of new career options.
3. To help students explore and evaluate changing work values.
4. To help students develop a greater sensitivity to the social consequences of various work roles.
5. To help students explore means of making work more satisfying and meaningful to them.
6. To help students increase their understanding of the variety of career options available to them.

Objectives: Specific behaviors which students should acquire as a result of participating in the broadening career perspectives module are:

1. Students will be able to identify reasons for the emergence of new career roles and express their reactions to these reasons.
2. Students will be able to describe new career roles that have been emerging in recent years.
3. Students will be able to discuss changing work values and be able to present their ideas about the negative and positive implications of various conflicting work values.
4. Students will be able to evaluate the social consequences of various work roles.
5. Students will be able to propose and evaluate alternative courses of action that an individual can pursue in an effort to make work more meaningful and satisfying.

6. Students will understand that there are different career options open to them and will be able to describe some of these alternatives.

Module Sessions

The broadening career perspectives module consists of six sessions. Each of these sessions can be completed during a class period. In addition, each session contains suggested activities which students can complete outside of the classroom if the leader and students feel that it is helpful to do so.

Session I - "New Career Roles: Why are They Emerging?" - Students examine reasons for the emergence of new career roles and discuss their feelings about changes occurring in the world of work. They do this through exploring examples of people engaged in non-traditional work roles and reacting to quotations regarding some of the reasons for these changes.

Steps

1. Introduce session by providing examples of individuals engaged in non-traditional work roles.
2. Present quotes regarding the reasons for changing work roles.
3. Have students break up into groups to discuss the ideas, values, and feelings conveyed in the examples and quotations.
4. Have students compile a list of their ideas, and at the end of their discussion they should compare their list with Worksheet 1-B which summarizes the main points of the quotes and introductory examples.

Session II - "Exploring New Career Options" - Students are introduced to a variety of new career options by exploring vignettes of individuals pursuing various career roles. Through a group discussion they then examine a variety of issues related to these different options.

1. Present four vignettes describing career choices people have made.

2. Have students write their reactions to these vignettes.
3. Have students form groups to share their reactions.
4. Introduce the following questions for group discussion.
   (a) Do you think the person had a difficult decision to make, and if so why?
   (b) What satisfactions do you think the person experienced as a result of his or her choice, and what problems do you think he or she may have encountered?
   (c) What course of action do you think you might have followed if you were the person in question?

Session III - "Evaluating Changing Work Values" - Students are given the opportunity to evaluate some of their ideas and feelings about changing work values. They do this through exploring conflicting value statements and sharing their ideas with other group members.

1. Provide students with worksheets containing eight pairs of conflicting work related value statements.
2. Have students check which statement in each pair comes closer to their way of thinking.
3. Have students jot down reasons for agreeing with the checked statement in each set.
4. Next have students put down any negative implications they can think of for the checked values.
5. Then have students refer to the unchecked statement in each value set and have them indicate their positive and negative reactions to these values.
6. Have students further explore their reactions through means of a group discussion.

Session IV - "The Social Consequences of Work" - Students examine their ideas about the social consequences of various work roles. This is done through performing a group task in which students are provided with descriptions of various work roles and then develop a story about what an imaginary community might be like if the specified work roles existed.

1. Introduce the session by presenting two statements about the social consequences of various work roles.
2. Organize students into groups and distribute lists of work roles. One half of each group should receive List A and the other half List B.
3. Have the two subgroups work independently to develop a story about what they think an imaginary community might be like if the specified work roles existed.
4. Have the two subgroups present their stories to one another, and then have them share their list of work roles.
5. Present a series of questions for group discussion.

Session V - "Making Work More Satisfying and Meaningful" - Students explore and evaluate alternative courses of action that individuals can pursue in order to attain a greater degree of meaning and satisfaction from their work. This is done through role playing and group discussion.

1. Provide case studies of people who are experiencing a certain degree of dissatisfaction and are faced with a dilemma regarding career decisions they have to make.
2. Have students break up into pairs and choose case studies to work with.
3. Have one of the students in the pair assume the role of the individual in the case study and the other student assume the role of helper.
4. The helper should assist the role player in exploring his or her dilemma and the alternative courses of action that could be followed. Specific questions to focus on during the role playing are:

(a) Why are you dissatisfied with the current situation?

(b) What conflicts are you experiencing?

(c) What are the different courses of action that you can take to improve the situation?

(d) What would be the consequences of such action?

(e) After considering alternatives, what do you think the best course of action is? Why?

5. After the role play is completed, have the students switch roles and follow the same procedure for the second case study.

6. Ask students to think about something they are currently dissatisfied with and then have them jot down different courses of action that might help improve their situation. They then should discuss these possible alternatives with their partner.

Session VI - "Broadening Your Career Horizons" - Students explore their thinking about career planning and become aware of the different options open to them.

1. Distribute work sheets which focus on helping students explore a variety of career options.

2. Have students write responses to worksheet questions.

3. Using their responses as a basis, have students describe what they ideally would like to be doing five years from now.

4. Then have them describe what they think they probably will be doing five years from now.

5. If any differences exist between the "ideal" and the "probably" have them consider what steps it might be possible to take to help them come closer to obtaining what they really want.

6. Through a group discussion have students further explore these issues.

SESSION I -

NEW CAREER ROLES: WHY ARE THEY EMERGING?

Susan Kelson - Chemical Engineer

Steven Farraday - Telephone Operator

John Sutton - Counselor at Teenage Runaway House

Lucille Dominick - Bus Driver

Larry Cutler - Teaching Aide in Ghetto School

If you think about these five people for a moment, can you find anything they hold in common?

Well, the common characteristic that they share is that they are all engaged in a kind of work which is for one reason or another somewhat different from what we might call the ordinary or traditional work role.

Susan, for example, is a female chemical engineer. As most of you realize, the field of engineering is almost entirely dominated by men. Thus, her job can be looked upon as a new work role because she has not let herself be restricted by barriers that often prevent members of one sex from entering a particular field. The same can be said for Lucille, who with less education and training has also entered a field which until recently was almost entirely made up of males. Steven, too, has disregarded traditional sex barriers and is an example of a male who is doing a job usually performed by females.

John has assumed a new career role, but for a different reason than the others. He works in a house that is designed to provide temporary shelter and counseling to runaway teenagers. He and many others like him working in a variety of different organizations are attempting to respond to social problems which many people feel have been ignored in the past. Thus, we can say that they are trying to bring about social change. Later in this unit we will explore other ways that people are working for

QUOTES

"My work is really dull and doesn't provide me with any satisfaction. If I had only received some better training, I know I'd be happier than I am now."

"This job is like a dead end street. There is no opportunity whatsoever for any kind of advancement or better pay. I simply refuse to stick with it and must find out about training opportunities for other kinds of work."

"We're hearing today from women in all walks of life that women no longer want to be restricted to certain work roles like secretary, teacher or nurse. Instead they want to be able to enter any line of work including those fields that have always been dominated by men."

"I'm a woman and I think I can drive a bus as well as any man can; thus that's how I hope to earn some money."

"I know that I want to get married and have children but I also know I want to have a career. I certainly hope that the man I marry understands that both these things are important to me."

"Today we are seeing an increasing number of people who are interested in jobs that make them feel good. Oh, money and all that are still important, but that is not the only thing to consider."

"Status, money and success, and more status and more money, and more success. These are almost the only things my father is concerned about. Well, he got them all right, but all things considered, I can't really say he's happy."

"When I think about work, the main thing I want is to find something that will allow me to express my values and beliefs. Thus since I strongly value helping others, I know I must find some kind of work which allows me to do this directly."

"We can no longer ignore the increasing pollution of air and water. Thus, hopefully we will see a growing number of people who will use their education, knowledge and skills to help combat our environmental problems."

"How long can we go on failing to respond to the many critical problems and injustices in our society? Many people never really think about such things, but as far as I'm concerned, I want to do something that will make this world a better place to live in."

"I may not be a genius, but I just don't seem to be using any of my skills in what I'm doing. There must be a better way, for I know that in order to be happy with one's work it's important that a person use his or her abilities and skills."

"The new worker is likely to demand far more opportunities for job satisfaction than workers did in the past. He does not see his life divided up between the job which is a drag and living which takes place after 5 o'clock."

"What good is it working at a job that pays you lots of money but gives you very little satisfaction. I just think some people don't think enough about how they feel about their work and attach too much meaning to the money it pays."

"There's no question in my mind that work is important to me and necessary for my survival and happiness. However, I don't think that I would ever let my work become so important that I'd let it interfere with other essential things in my life."

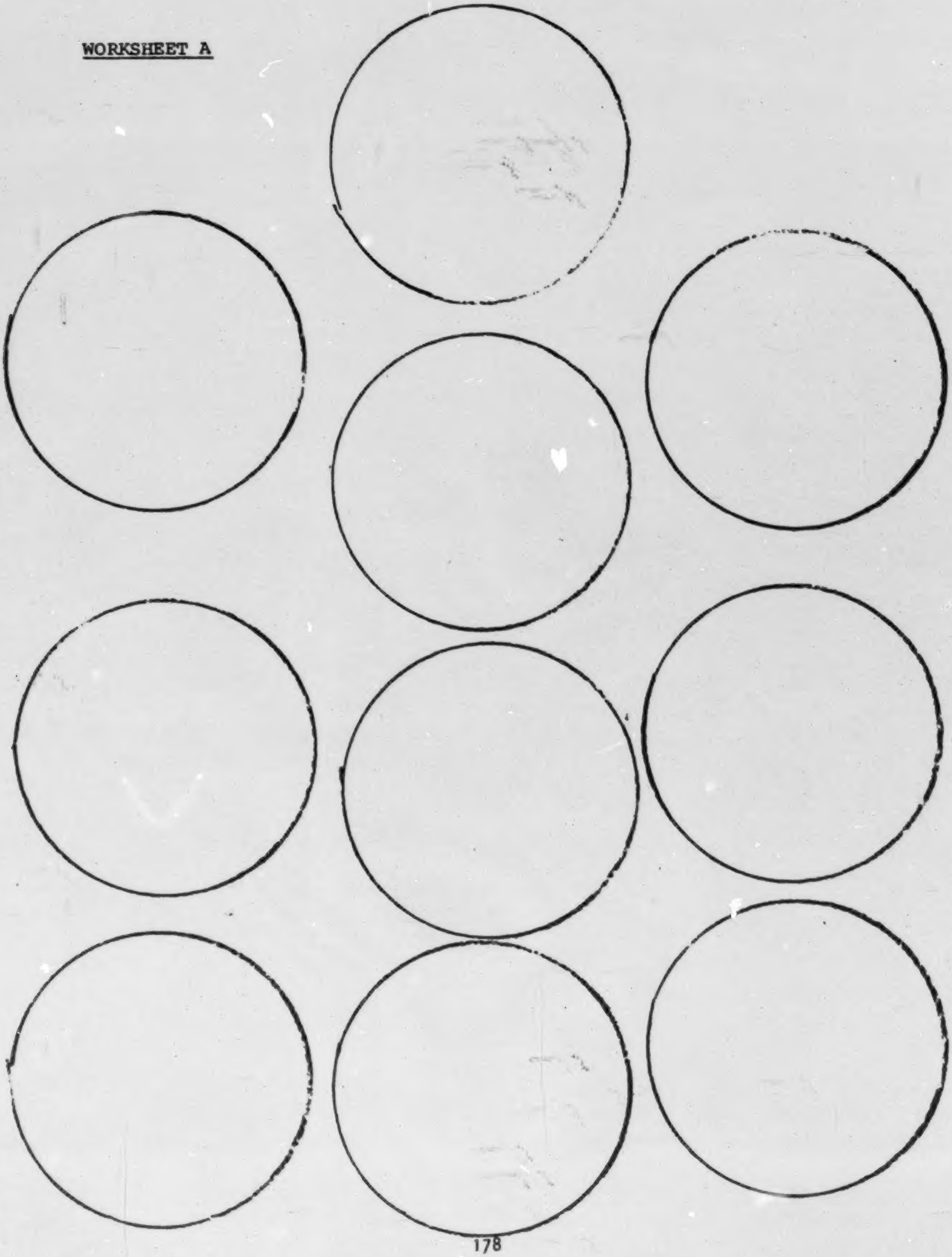
"For me work is a way of expressing myself and doing things that I find meaningful and interesting. I guess in a sense work allows me to compete with myself, for I must say I have very little interest in competing with others and showing that I am better than the next man."

"For too long minority groups have been discriminated against in numerous different ways. Well, we are making some progress in eliminating this discrimination against us, but I don't think we are moving fast enough."

We hope that the introductory statement and these quotations have given you some new thoughts about different career roles and changing ideas about work. Just for a minute let's think about some of the ideas that have been expressed. For example, one of the important ideas is that a growing number of women do not want to be restricted to traditional jobs performed by women in the past, but instead want to be able to do any kind of work they want.

For this activity, divide yourselves into groups of about six members each. In your group try to pick out as many ideas, values, or feelings about work as you can from the quotations. See if you can fill all the circles by writing one main idea in each circle on Worksheet A. When Worksheet B is given to you, compare the two and discuss with each other your thoughts about the ideas being expressed.

WORKSHEET A



WORKSHEET B

Growing numbers of people are becoming increasingly impatient with racial discrimination and are loudly demanding equal opportunity for all.

Many people are becoming dissatisfied with work that is uninteresting and dull and are seeking jobs that interest them and provide more opportunities for self-satisfaction.

Increasing numbers of people do not want to enter dead-end jobs that have no opportunity for advancement and are looking for available training programs that will help them obtain better jobs.

More and more people feel that many work roles are unresponsive to current societal conditions—environmental destruction racism, poverty, drug abuse, etc.--and want to do something to help solve these problems.

Many women feel that they do not want to be restricted to traditional feminine work roles and instead want to be able to enter any line of work they choose.

Some people feel that too great an emphasis is put on success, upward mobility, money, and material things and are beginning to feel less concerned about such rewards.

Many people feel that they are not putting their skills to very good use and are seeking work which allows them to utilize their strengths and abilities more fully

Some women feel that the kind of work they do is not consistent with their values and beliefs and want to find work which allows them to express better what they value and believe.

Many people are dissatisfied with competitive work roles and are striving to compete less with others and more with themselves.

Minority group members increasingly feel that it is essential that they use their education, skills, and abilities to promote liberation and equality.

Suggested Learning Activities

1. Discuss the idea which meant the most to you with your parents or another adult. Are their ideas more traditional than yours? Did you perhaps start them thinking in new channels?

2. Look through newspapers and magazines to find evidence of changing ideas about the world of work. Cut out any articles, quotes, or illustrations that you find and share these with other class members.

SESSION II -

EXPLORING NEW CAREER ROLES

In the first session you learned about a number of new career roles and had the opportunity to examine some changing ideas about work. Today we'd like to continue to explore some different work roles by having you think about your own ideas and feelings about several different kinds of careers. More specifically, we'd like you to examine your reactions to stories about some people, who after giving serious thought to their choice of work, decided to follow a career which was out of the ordinary or non-traditional.

In this exercise we will present you with four vignettes describing several people and their career choices. First, read each one of these vignettes to yourself, writing down on the sheet provided any reactions that you have to (1) the person described, (2) the decisions that he or she made, and (3) the type of work that he or she chose to do.

After you have completed this part of the exercise, form groups consisting of six students and share your responses with the other members. For each of the vignettes discuss the following questions:

1. Do you think the person had a difficult decision to make; and if so, why?
2. What satisfactions do you think the person experienced as a result of his or her choice, and what problems do you think he or she may have encountered?
3. What course of action do you think you might have followed if you were the person in question?

VIGNETTE I - BARBARA

At a high school reunion four years after graduation, Barbara, now 22, surprised many of her former classmates by revealing that she is the first and only woman co-pilot for a commercial U.S. airline. They were astonished to learn that as a first officer she helps fly DC6 transports carrying up to 107,000 pounds of automotive freight all over the world.

Barbara had not done much flying even as a passenger before she began taking lessons. However, when she began to take flying lessons three years ago as a hobby, she found out how much she really enjoyed the activity. Gradually her thoughts turned to the possibility of making flying a career.

Although she wanted to fly very much, she was also a little afraid of being different and fearful that people might not accept her in this role. For some time, these thoughts disturbed her, but eventually her desire to fly won out. Once her decision was made, she quickly earned a private license, and within a year her commercial, instructor, multi-engine and instrument ratings.

Before obtaining her present position Barbara applied to many different airlines. She claims that she did encounter some sex discrimination, but nevertheless was offered several different jobs because of her demonstrated competence. Her plans now are to take the test to become a full-fledged pilot on her twenty-third birthday, and she is quite confident that she will succeed in the attempt.

VIGNETTE II - HANK

Hank is twenty-four years old and employed as a preschool teacher. For many years he had an interest in working with young children but hesitated to go into this profession because he was well aware of the fact that the field was made up almost entirely of women. Therefore, although his interest was strong, he had some hesitation about actually pursuing this work. After talking with friends, teachers and counselors and working in day camps during the summer, however, he decided he would go ahead with his plans to follow a career in which he was deeply interested and felt confident of his ability.

He was able to obtain a position without too much difficulty and feels very satisfied with the decision he made. He finds great reward in helping young children grow, develop, and learn; and his love of children and understanding of their needs has greatly contributed to his success. He is also pleasantly surprised to witness a growing trend across the country of more men entering this field.

VIGNETTE III - LINDA

Linda graduated from high school three years ago and is currently an aide in a community mental health center. Before taking this job she was a clerical worker in one of the local firms. Although that position provided her with security, she really found the work to be without interest or challenge. Her feelings were somewhat disturbing to her, for she had many friends doing very similar work who seemed to enjoy it and find it rewarding. However, her dissatisfaction became so great that she decided to explore other possibilities, even though she had doubts about finding a position which would be more agreeable to her because of her limited education and training.

Her first step was to visit her former high school counselor and talk with him about her situation. Several visits with the counselor helped her to realize that her strongest interest lay in helping people who were experiencing some problems or difficulties in their lives. Although she had always been under the impression that a college degree was required to do any kind of work in this area, she found out that there were growing opportunities for people without a college education to assist professionals in many different fields, including the helping professions.

After seeking information about local opportunities, she applied for several paraprofessional jobs and was successful in obtaining a position as a mental health aide. The agency provided her with three months of training. Now, under the supervision of a professional social worker, she works with neighborhood children, helping them deal with the problems they are confronting.

VIGNETTE IV - CHRIS

Chris is a forestry technician working in one of our country's national parks. Through most of his high school years he gave very little thought to career plans and preparation, assuming that he'd probably go to college and that somehow the right career would come along. College seemed to be the most logical step after high school, for his high grades would make college acceptance fairly simple. In addition, his parents had made him think that a college education was essential for achieving success and happiness in the world. In fact, according to them, going to college was almost the only possible way to have "the good life."

As graduation time grew closer Chris began gradually to question the assumption that everyone with ability should automatically go to college just because that was the "appropriate thing to do." He realized that he had never consciously thought deeply about higher education and instead seemed to be floating aimlessly in that direction without having considered any of the pros and cons of that "choice."

Thus, he started giving serious consideration to plans for his future; and the more he explored various possibilities, the more he realized that a college education was not what he wanted or needed. What he really wanted was to spend as much time as possible outdoors, to live a relatively simple life, to do whatever he could to work in harmony with nature. He found himself deeply concerned about pollution and deterioration of our environment. This concern had always been important to him and quite central to his life, but he had never viewed it in relation to a potential career. Now, however, with the help of some friends and teachers, he began to see that it might be possible to integrate his values, interests, and general life style preferences with a life's work.

After examining opportunities in his field of interest, he decided that he'd like to become a forestry technician. In a way this was a tough decision to make, for it certainly wasn't the type of work that his parents expected their bright son to do. Nevertheless, he did follow through with his decision by attending a technical institute for one year. There he received the necessary training to obtain a job with the National Park Service.

After working for this organization for two years, Chris feels he has made a wise choice. He finds the work of maintaining and preserving our national parks to be challenging and rewarding and unquestionably consistent with what is important to him.

REACTION SHEET

Vignette I - Barbara	**Vignette II - Hank**
Vignette III - Linda	**Vignette IV - Chris**

Suggested Learning Activities

1. Try to find examples (in your own community, in newspapers and magazines, on T.V. programs, in literature and poetry) of individuals who are engaged in a somewhat non-traditional career. Write a brief description of what their work entails, and jot down some of your reactions to their work role.

SESSION III -

EXPLORING WORK VALUES

During the last session you had the opportunity to explore your reactions to the career choices made by several people. If we stopped and thought for a minute about why these people made the choices they did, we'd probably realize that their decisions were closely related to the values they held. This is not too surprising, for as you may have discovered in previous learning experiences, values play a very important part in determining the way people act, what work they do, and what choices and decisions they make. A person's values, however, are usually not simple and clear cut and may often conflict with each other to a certain degree. This is especially true today, since many values that were previously accepted without question are now being challenged, examined or even rejected - particularly by youth. As a result many young people are confused about their beliefs and uncertain about what is of genuine importance to them. In this exercise, therefore, we'd like to help you explore some of your own beliefs and values, specifically focusing on some conflicting work-related values that exist today.

Each of you will be provided with eight pairs of work-related value statements which conflict to a certain degree.

1. First, go through each page and put a check next to the statement in each pair which seems to come closer to your way of thinking.

2. After checking one of each pair, go back to the first value set. Starting with the checked statement in each pair, jot down as many reasons as you can for agreeing with the statement (in other words, why does this value seem to be important to you?), and put these in the positive column. Then, try to think of any negative implications of holding such a value and list these in the negative column. After completing this for the checked statement do the same thing for the unchecked one in the pair.

3. Repeat this process for the other seven pairs of value statements.

4. Discuss your reactions to these statements in groups of six, trying to explore as openly as possible both the positive and negative implications of each of the eight value sets.

VALUE SET I

____A Lots and lots of money...that's what I want. Thus I know that if a job promised high financial rewards I could overlook the less appealing aspects of work.

____B Believe it or not, I could never be happy being rich or even too comfortable. I simply could never justify gearing my life to amassing all that green stuff, especially when there's so much poverty in this country and all over the world.

A Positive	A Negative
B Positive	B Negative

VALUE SET II

____A In order for me to feel secure it's really important that I plan ahead--not just for the next few years, but for most of my working life.

____B I can't even begin to visualize what I'll be doing in the next 10 or 20 years. It's the present that's most important, and with society changing so quickly and my ideas and goals undergoing so many changes, I guess I'll just have to "take things as they come."

A Positive	A Negative
B Positive	B Negative

VALUE SET III

____A It would be worth it to have a second job and really work hard if it meant being able to get things like a color T.V. set and a new car every two years.

____B Having lots and lots of things isn't very important to me, and I just think there are more important things in life than having all those material goods.

A Positive	A Negative
B Positive	B Negative

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1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

VALUE SET IV

____A My biggest dream is really to be successful some day... that is to have a high position with lots of status and authority over many people.

____B Yes, my biggest dream is to also be successful, but by success I mean doing something which is meaningful to me and directly beneficial to others.

A Positive	A Negative
B Positive	B Negative

VALUE SET V

____A I don't think women should work in fields that have always been dominated by men, and similarly I don't think men should work in female-dominated areas. Instead, I feel that women should continue to do the things they've always done, such as secretarial work, nursing, teaching, library work, etc. and not try to enter male occupations such as engineering, or police work.

____B With the exception of work involving extreme physical strength, there isn't any area of work today in which women can't make a major contribution. Similarly, we must realize that men can contribute much to areas that have previously been the domain of women.

A Positive	A Negative
B Positive	B Negative

VALUE SET VI

____A I know most jobs really don't provide the opportunity for much satisfaction. So I'll just look around and find something I think I can fit into, for I really don't have very much hope of achieving much fulfillment through work.

____B It's true that many jobs are not fulfilling; but unless it becomes a matter of necessity, I refuse to work at a job that doesn't at least give me some level of satisfaction.

A Positive	A Negative
B Positive	B Negative

VALUE SET VII

____A If you want to get ahead in this world you have to maintain pretty strict loyalty to the organization, institution, or firm for which you work. That means doing what will look good in front of your boss and superiors; and sometimes that may even mean compromising your values and beliefs.

____B If things are ever to change and get better, it's essential that whatever we do, we try to remain true to our values and ideals. Just becoming an "organization man" and accepting everything like a puppet, no matter whether we agree with it or not, is the easy way out.

A Positive	A Negative
B Positive	B Negative

VALUE SET VIII

____A It's really important for people to fit into existing social structures and not attempt to change things. It seems to me that we were never better off than we are today, so I just can't understand why people are screaming about social change and attempting to turn things upside-down.

____B With all the problems currently plaguing us—pollution, poverty, drug abuse, racism, etc.—I think we all have the responsibility of thinking about the social consequences of what we do (in work and in our lives in general) and of trying to use our abilities, skills and interests in the most socially constructive way possible.

A Positive	A Negative
B Positive	B Negative

Suggested Learning Activities

1. Present these value sets to your parents or other adults. In what ways do your viewpoints differ from your parents' and in what ways are they similar? Is there any evidence of a generation gap?

2. Try to think of additional conflicting value sets, and compare your ideas and feelings about these values with those of fellow students.

3. Using some of the value sets from this exercise or ones that you have developed, conduct a debate between students with opposing viewpoints.

SESSION IV -

THE SOCIAL CONSEQUENCES OF WORK

"In choosing a job my own financial security and personal interests are the only things I'm concerned about. I guess in a way I'd like to do something good for the community and society, but really now, what kind of contribution can I make? The more I think about it, the more I realize that everything is controlled by a few powerful so-called experts, and that whatever one person does really doesn't make much of a difference. I'm becoming more and more convinced that nothing really matters much, so why bother to make any useless efforts?"

"It sure does get discouraging when you look around and see all the problems present in our local community and in society in general--crime, pollution, drug abuse, lack of understanding between people, poverty, discrimination, etc., etc., etc. --and let me tell you, such conditions certainly affect all of us in one way or another. I certainly would like to eliminate all those things, but I'm not going to kid myself. I know that I myself won't be able to change things much and probably won't make any earth-shattering impact. I do feel, however, that every little bit counts; and I guess I believe that I can either contribute to the continuation of these conditions or else help reduce them. I think we all have some social responsibility, and the least I can do when thinking about my career is to consider the potential benefits as well as the possible harmful effects of what I do."

The statements made by these two young people raise some issues about the social consequences of various work roles. The first person seems to feel that it's not very important to consider the effects of what one does, and he has a kind of "nothing matters" attitude; the second individual believes that in making a career decision, each person has the responsibility of considering the possible outcomes or consequences which may result from his choice.

In order to examine these two viewpoints in more depth, we'd like you to participate in the following activity.

Form groups consisting of six people, and then divide in half to form two subgroups of three. Each subgroup will be given a list of nine workers with a brief description of what the workers do or for what kind of organization they work. The lists for the two subgroups will be different; one subgroup will have List A and the other List B. The task is for each subgroup to think about these workers and their roles, imagining that they are fairly typical of others in the community. Discuss within your group what you feel are the consequences of these various work roles; in other words, in what ways do they seem to be either beneficial and detrimental? Then discuss what you think the community would be like with people performing such work roles, and write a short story or brief description of this imaginary community.

After this test has been completed, the two subgroups of each group should present their story or description to one another and share their lists of workers. Discuss your reactions to the imaginary communities, focusing on the following questions:

1. Does all work in a given society or community have an equal amount of social value?
2. Can some work be detrimental to the society and community?
3. In choosing a career or a job should self-interest be the only or major criterion, or should broader social consequences also be considered?
4. What do you think are the most socially beneficial ways in which you can use your skill and abilities?
5. Do you think that there are any socially detrimental ways in which you could use your skills and abilities?

LIST A

1. Advertiser - Works in a company that develops advertisements to promote the sale of cigarettes.

2. Typist - Works in a company that develops techniques for chemical warfare.

3. Doctor - Works on the border between a poor and wealthy neighborhood in a large city. He charges very high fees, and thus only the rich people can use his services.

4. Automobile Assembly Line Worker - Works in a plant that is ignoring attempts to reduce pollution in automobiles.

5. High School Science Teacher - Doesn't agree with many of the policies of the school but doesn't want to create "any waves." His only interest is that students learn the required subject matter, and he is not very concerned with other aspects of student development.

6. Lawyer - Works for large corporations and devotes most of his time to defending them in tax-evasion cases.

7. Commercial Artist - Develops illustrative materials for billboards to be erected on highways.

8. Receptionist - Works for a company that has consistently discriminated against women and blacks.

9. Chemist - Is involved in the development and production of an insecticide that is very damaging to plant life.

LIST B

1. Advertiser - Works in a company that develops advertisements to make us all more aware of environmental problems and of the part we can play in helping solve them.

2. Typist - Works in an organization that is studying means of settling international disputes non-violently.

3. Doctor - Works on the border between a poor and wealthy neighborhood in a large city. A clinic has just opened to provide free medical services to poor people to which the doctor contributes five hours a week for no pay.

4. Automobile Assembly Line Worker - Works in a plant that has a strong commitment to developing pollution reduction devices in automobiles.

5. High School Science Teacher - Teaches three Chemistry and Physics classes and, in addition to presenting the specified subject matter, attempts to help students explore the social implications of various scientific achievements.

6. Lawyer - Devotes a major part of his time to working on civil rights cases.

7. Commercial Artist - Develops illustrative materials for educational programs dealing with the understanding and reduction of drug abuse.

8. Receptionist - Works in an agency seeking to help runaway teenagers.

9. Chemist - Works on experimental studies designed to develop an insecticide which is not detrimental to plant life.

Suggested Learning Activites

1. Interview workers in a variety of different jobs to find out what they feel are possible beneficial and negative effects of what they do.

2. Make a collage representing various social problems, and list or illustrate what you think can be done to help reduce them. The collage can be made from such materials as newspaper and magazine pictures and headlines.

SESSION V -

MAKING WORK MORE SATISFYING AND MEANINGFUL

"Well, here I am working at this job. I guess it makes my parents, teachers, and counselors happy, but what about me? After all, I'm the one who has to live with it."

"Wow, this kind of work really excites me! I think I'd be good at it and enjoy it, but it's really different from what most people do. Guess maybe I'd better forget it and do something that won't make me feel so different."

"Since I'm a woman, I suppose the most sensible thing to do is become a housewife. In a way I'd like to have a career too, but......."

"I really don't know what's wrong, but I just don't seem to be very happy with my work. Maybe part of the problem is that after high school I took the first available job and never gave much thought to looking around for something I really liked."

"Yes, I'd simply love to have a go at that, but then again maybe I'd fail. I think I'd better stick to something I know is safe and secure."

Does any of these statements sound familiar? You may have heard something similar from a friend, or a brother or sister; or maybe you have had some similar thoughts at one time or another yourself.

Well, such statements really aren't that unusual; for often people find themselves doing something which they don't actually want to do. For example, I'm quite sure that all of you can think of instances when you did some task that was not too pleasant for you, but you did it because you felt it was important for some reason-things like studying extra hard for an exam so that you would get a good grade; doing a chore that you didn't like too much knowing that the money you would earn would buy something you really wanted; or unexpectedly giving up a desired activity to help a friend out of some difficulty.

So, if you look back briefly on your experiences, you will probably discover that not all your time has been spent doing exactly what you want and you have had to make certain compromises.

Although compromise is a fact of life which most people have come to accept, engaging in work activities which provide you with satisfaction and self-fulfillment is very important. Admittedly in some situations an individual may have very little choice and be forced to pursue any available work. In many more instances, however, people have more than one choice but for one reason or another fail to see all of the possibilities open to them.

Today, therefore, we would like to examine different possible courses of action that various individuals could pursue. We will describe four situations concerning people who are experiencing different kinds of conflict. The task is to think about each person's situation and consider what alternative courses of action are available to him.

Divide into pairs and choose two of the case studies that appeal to you. One of you should assume the role of the individual in the case study. In other words, one of you should try to put yourself in the position of the individual in the case study, and imagine what you might feel like if you were in a similar situation. The second person in the pair should assume the role of helper and try to help the role player answer the following questions:

1. Why are you dissatisfied with the current situation?
2. What seems to be the main conflict?
3. What are the different courses of action that you could take to improve your situation?
4. What do you think would be the consequences (both negative and positive) of each of these possible courses of action?

5. After considering the various possible courses of action and their possible consequences, what do you think would be the best thing to do? Why do you think so?

After role-playing one case study, repeat this process for the other case study you have chosen, but this time switch roles. The helper will now become the role player, and vice versa.

When you have finished the role playing and discussion, take a few minutes to think about something with which you are dissatisfied right now. Jot down as many courses of action as you can that might improve your situation, and then discuss these possible alternatives with your partner.

CASE STUDY I

Suzanne is a bright high school senior who has always done well in school. She is very interested in science--especially Physics and Chemistry; and although at this point her goals are indefinite, she has always thought she would like to do research in one of these fields. She also has looked forward to having a family some day, feeling confident that she would be able to combine both career and homemaking responsibilities.

Her dilemma involves a boy she has been dating for the past year-and-a-half, with whom she has quite a serious relationship. They have tentative plans to marry within the next couple of years, but he wants her to get a secretarial position after graduation and work only until they are established financially. He feels strongly that a woman's place is in the home, and he does not want her to become too involved in a career.

She wants to abide by his wishes, but she also knows how important it will be for her to engage in work that she finds interesting and personally fulfilling. Nevertheless, he has persuaded her to apply to secretarial school instead of college, and she does not feel very happy with this decision.

CASE STUDY II

Larry left high school at the age of sixteen and for the past four years has worked in three different factories. He never did very well in school and now finds himself working as an unskilled laborer in an uninteresting job that is very unsatisfying to him. He has little opportunity for promotions or pay raises, and little chance to develop and use the abilities he possesses. In addition to these unpleasant features of his job, he is also very unhappy about the actions of his employers, feeling that they treat him and the other workers very unfairly.

Larry has very little desire to continue working as a laborer and feels quite discouraged. He s not really sure what else he would like to do but is certain that he does not want to spend the rest of his life in this kind of job.

CASE STUDY III

Mark is a college sophomore who has been studying Liberal Arts for the past two years. Upon graduation from high school he was not very interested in attending college, but he decided to go because his parents insisted. They would like to see him become a professional--preferably a doctor or medical researcher.

Mark is very unhappy in college and feels that he is not doing what he really wants to by being there. Although he has the ability to succeed, at this point he feels a total lack of interest or caring. He thinks he may be ready for college sometime in the future, but not just now, and at this point he certainly feels reluctant to commit himself to the many more years of study needed to become a doctor.

He is very interested in music, enjoys working with his hands, and likes being outdoors close to nature. With so much of his energy devoted to studying, however, he finds very little time to engage in any of these activities. Mark feels confused and frustrated and wishes he knew what to do.

CASE STUDY IV

Carl, a 24-year-old married man with no children, has been employed as an engineer for the past three years in a company that works on government defense contracts. He helps design and develop nuclear war materials and finds his job profitable in many ways. He makes a good salary, has earned a promotion after only one year, and is almost certain to get another one fairly soon.

Despite these advantages, however, he has become increasingly uncomfortable doing this kind of work; over the years he has become more and more dedicated to the causes of peace and non-violence. Thus, he feels that through his work he is directly contradicting his values contributing to war and fighting. He really doesn't know what he should do because he likes the money, security, and opportunities that his job offers but at the same time feels that he is working to promote destruction.

Suggested Learning Activities

1. Think about a decision you have to make in the present or near future. List all the alternatives you think you have, consider the consequences of each of these courses of action, and try to decide what might be the best option to follow. Discuss this decision with a friend or parent.

2. Talk to several people who are employed in various jobs. Find out what satisfactions they achieve from their work and what they find dissatisfying about it. Also find out if they feel there is anything they can do that will enable them to obtain more satisfaction from what they are doing.

3. Survey a group of students to find out what satisfactions they hope to obtain from work and to what extent they feel they will achieve these satisfactions.

SESSION VI -

BROADENING YOUR CAREER HORIZONS

In the last session we tried to illustrate that people often have more choices and alternatives than they realize, but for one reason or another often fail to consider them. Thus, some people attempt to fit into any work role which seems fairly confortable and never really consider other areas which might be more satisfying, challenging or meaningful. On the other hand, some individuals think it is important to explore the greatest possible number of options available to them. And as we have seen from the examples presented in this unit, many people who are exploring different choices are finding more meaning and satisfaction from their work.

In today's exercise we'd like to help you broaden your own thinking about career planning.

1. First, based on the ideas you have discussed in the past several sessions, try to think of as many responses as possible for each of the statements on Worksheet A.

2. Using your responses as a basis, try to imagine what you ideally would like to be doing five years from now. In other words, if everything went exactly as you desired, what do you think your future would be like? On Worksheet B write down your thoughts in the box marked "The Ideal."

3. Next, in the box marked "The Probable" write down your thoughts about what you think you probably will be doing five years from now.

4. If any differences exist between "The Ideal" and "The Probable" boxes, consider what steps you might take to help bridge the gap between these two and write these steps down in the connecting columns. In other words, try to think of things you could do that might help you come closer to obtaining what you really want.

5. When the worksheets are completed, discuss your responses in groups of six students. In your discussion see if you can help each other find additional answers to the statements on Worksheet A, as well as help each other find additional ways of lessening the gap between "The Ideal" and "The Probable."

WORKSHEET A

1. List all the different kinds of work that you think might be of interest to you. Star those selections which interest you most.

2. List all the different types of work that you think would allow you to use your skills and abilities. Star those selections that you think will allow for the greatest utilization of your skills and abilities.

3. List all the satisfactions you hope to obtain from work (e.g. feeling useful to others). Star those which are most important to you.

4. List all possible work environments in which you think you might be happy (for example, working out of doors, working in a small organization, working primarily on your own). Star those which seem to be most important to you.

5. List all the things you think you possibly could do after graduating from high school (for example, going to college, immediately obtaining a job, obtaining apprenticeship training, living in a commune, getting married). Star those selections which seem most appealing to you.

WORKSHEET B

The Probable		The Ideal

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Module V:

COPING WITH ENVIRONMENTAL BARRIERS

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OVERVIEW OF THE COPING WITH ENVIRONMENTAL BARRIERS MODULE

Purpose: Rarely does it occur that a person can achieve a goal he or she has set without encountering some kind of obstacle or barrier, either within the environment or arising out of personal feelings of inadequacy. The first step in overcoming such barriers is to recognize them; the next is to develop skill in ways of coping with them. The purpose of this module is to help participants learn to identify barriers and acquire skill in strategies of coping with them so that they may function effectively.

Goals: The goals of the Coping With Environmental Barriers module are the following:

1. To help participants identify environmental barriers in general.
2. To help participants become aware of various ways individuals cope with barriers.
3. To help participants become aware of barriers associated with special groups of people.
4. To acquaint participants with barriers related to various kinds of careers.
5. To assist participants to identify barriers they may encounter in relation to their personal career choices.
6. To broaden participants' thinking to include alternative ways of coping with barriers.

Objectives: Specific behaviors which students should acquire as a result of participating in the Coping with Environmental Barriers module are:

1. Participants will be able to identify environmental barriers faced by people in general, as well as the kinds of problems uniquely associated with special groups and populations.
2. Participants will be able to distinguish between the most and least effective ways of coping with environmental barriers.

3. Participants will be able to distinguish between those barriers that are caused or created by the environment, barriers that are more self imposed, and barriers whose source is both internal and external.

4. Participants will be able to list at least five environmental barriers associated with a number of occupations.

5. Participants will be able to list at least several environmental barriers facing them in relation to a career interest area.

6. Participants will be able to state five action strategies of their own which would help overcome environmental barriers they face in their career interest area.

MODULE SESSIONS

The Coping With Environmental Barriers module consists of six sessions. Each of these sessions can be completed during a class period. In addition, supplementary activities can be added to each session that relate to the overall goals of the module itself.

Session I - "Environmental Barriers and People" - Through case studies and role playing, participants are introduced to general environmental barriers faced by others and unique environmental barriers confronting special groups.

Session II - "Ways of Coping with Environmental Barriers" - Through a simulated game, participants experience the different ways in which individuals cope with environmental barriers. Small group discussion provides participants with the opportunity to share with others their feeling about how they thought individuals in the game coped and what the potential result would be.

Session III - "What to Do with Environmental Barriers" - Participants are presented with short individual cases of people faced with environmental barriers. Through a rating scale, participants identify internal and externally produced barriers. What one does with a problem or barrier is emphasized.

Session IV - "Environmental Barriers and Careers" - A number of careers are presented to participants. Information as well as training, job potential, advancement, and salary is shared. Problems or barriers in general by people who want to succeed in each career area are identified and discussed.

Session V - "Personal Careers and Environmental Barriers" - Job interviews are conducted. Students first identify a career interest area. The student next completes a form relating to career choice. The third step involves participants discussing with another participant, environmental barriers of the career. Finally the participant is interviewed by the third party of the triad in relation to potential barriers.

Session VI - "Reviewing Environmental Barriers Related to One's Career Interest Area" - The final session involves developing strategies to overcome environmental barriers. This is done through an exercise called confidential feedback. The participant codes his career choice form. It is now distributed to 3-4 others in the group who share in writing what they would do to overcome barriers in the chosen area. Forms are then returned to owners for sharing in the small group or in a dyad "what action strategies have been suggested."

SESSION I -

ENVIRONMENTAL BARRIERS AND PEOPLE

In this unit we are going to try to sharpen our thinking about the world around us, and consider how we cope with everyday events. We are going to try to increase our awareness of what we call environmental barriers which may get in the way of our doing what we want to do. Such barriers may be in the environment--things like racial discrimination or sex discrimination or being poor or living in a slum; or they may be within ourselves--things like feeling inadequate or dumb or not popular.

For example, for a baby an environmental barrier may be a stairway which prevents him from getting from one place to another. For a twenty-year-old black male it might be a subtle prejudice which keeps him from obtaining an important job or promotion. For another person it may be his temper or argumentative personality style that constantly gets him into trouble. Whatever it is, we know that at times it can be quite serious, especially if it keeps the person from developing his strengths and utilizing his potential skills.

Some barriers we can alter or change so that they no longer defeat us; others may be beyond our control.

Let's take time now to read the following stories about two people who are experiencing some barriers of the environmental kind and also of the kind they produce themselves. If we can identify clearly just what those barriers are for these people, perhaps we can do so in our own lives, too.

CASE STUDY ONE

Shirley's parents were separated when she was a small child, and she lives with her mother and her younger brother in a small three-room apartment in the downtown area of a large city. Because her father left the family abruptly and has not been heard from since, Shirley's mother has had to work hard to feed and clothe the family on very little money. Although Shirley cannot remember her father, her mother has made her feel very negative toward him and toward men in general, reminding her continually of his irresponsibility toward herself and the children.

When she was small, Shirley was never allowed to play outside of the apartment for fear she would come to some harm in the densely populated neighborhood At the age of twelve she was deeply frightened when two men tried to make her get in their car as she was walking home from school.

Shirley has always felt that her family is not as good as most people's, and that she is not as bright or accomplished as her classmates. In school her work was barely average-partly because she didn't try very hard, and partly because she couldn't study in the noisy and crowded apartment and had to care for her brother most of the time. She has few friends and is really ashamed to invite anyone to her home, having turned down offers of friendship from both boys and girls many times so that people wouldn't know where she lived.

Now that she is 19, she feels bitter toward life and people, firmly believing that a deep and loving relationship with another person is not possible. Her mother's constant admonitions not to trust anybody have taken root, and Shirley is very wary of everyone she meets. She would like to go to business school but feels that she could not possibly succeed. So she takes care of her brother and baby-sits for other families, wishing she knew how to lift herself out of her unhappy situation.

After reading the story complete the following exercise:

1. List the environmental barriers that Shirley has been facing:

   1. ____________________
   2. ____________________
   3. ____________________
   4. ____________________
   5. ____________________
   6. ____________________
   7. ____________________
   8. ____________________

2. What could Shirley do to handle each barrier?

   1. ____________________
   2. ____________________
   3. ____________________
   4. ____________________
   5. ____________________
   6. ____________________
   7. ____________________
   8. ____________________

(Discuss, using this sheet as a guide.)

CASE STUDY TWO

Mark has lived in the suburb all of his life, enjoying what most of us would consider "the good life." He has many of the things most people of his age would want--his own television in his bedroom, a large record collection, a motorcycle, nice clothing, a chance to travel each year with his family, etc. Mark's father is a highly successful business man who is unable to spend much time with the family because of the demands of his position. He tries to make up for his absence by providing his wife and children with many luxuries and taking them on an annual vacation to far-off places, but wishes very much that he could be at home more.

Since the time he was a child, Mark has not been required to decide too many things for himself. His mother has devoted most of her time to the children and has planned and supervised almost all of their activities.

The teachers at school and Mark's counselor, as well as his mother, have been concerned over the years with his school performance. His grades are low, his reading ability is poor, and he is often absent from illness. Mark's mother feels that he is not always sick enough to stay home, but he is able to convince her rather easily that he is not well enough to attend school. When he is in school, Mark is passive, well-behaved, and quiet, seldom taking an active role in the planned activities.

In talking with his counselor, Mark revealed that he doesn't care too much for school and has no real plans for what he will do after graduation. He thinks he would like to attend a small private college, or maybe he would just like to do some traveling.

After reading the story complete the following exercise:

1. List the environmental barriers that Mark has been facing:

   1. ____
   2. ____
   3. ____
   4. ____
   5. ____
   6. ____
   7. ____
   8. ____

2. What could Mark do to handle each barrier?

   1. ____
   2. ____
   3. ____
   4. ____
   5. ____
   6. ____
   7. ____
   8. ____

(Discuss, using this sheet as a guide.)

We know that certain populations or groups have unique environmental barriers. To help you understand what we mean by "unique environmental barriers," try this exercise. Write down the first thing you think of as you read each of the following words. For example, "baby-sitter" may make you think of "sister" or "lady" or "money." Allow only a few seconds for your thoughts, and write down the first thing that comes to mind.

crime	city, ghetto, gang, Italian, Black Panther
secretary	attractive, typing skill, office
drop-out	dumb, quite, jobless, bum
house	(filler)
breadwinner	the man, head of household
average American	male, white middle-class
strong	man, he-man
money	(filler)
reservation	Indian, West
achievement	(rarely others than Anglo Saxon)
poor	little money, ghetto, appalachian
M.D	(rarely other than Anglo Saxon)

Note: The above associative words are for the facilitator only. Students are given only the initial words to which to respond.

DISCUSSION

Share in class the associative words which students wrote down. (Leader takes notes). Discussion should center on:

1. It is difficult not to associate certain characteristics, occupations and abilities with groups of people.
2. Unintentionally and unconsciously the above is done.
3. Read through the list with the association made by other people.

   Point out - women stereotypes
   - Black stereotypes
   - Indian stereotypes
   - White male stereotypes
4. Have students meet in small groups of 3 - 4 and complete a listing of environmental barriers that are unique to each of the following groups:

   Women
   Indians
   Chicanos
   Blacks
   Anglo Saxons

Optional:

Discuss biographies or autobiographies of famous people: e.g., Helen Keller, Wright Brothers, F. D. Roosevelt, Ray Charles, etc., and discuss their particular environmental barriers and their ways of coping.

SESSION II -

WAYS OF COPING WITH ENVIRONMENTAL BARRIERS

In the last session, we examined some environmental barriers that two individuals were facing. We also considered barriers that are unique to particular populations or groups. It is very important for us to recognize and become aware of such problems and difficulties. Such knowledge can be helpful to us in facing similar barriers or in working with others who are confronted by such barriers.

Besides being able to recognize barriers which may prevent us from getting ahead on a job, obtaining an education, enjoying ourselves, making friends, establishing a trusting relationship, etc., we should also become aware of how people cope with environmental barriers. For example, how does one cope, or react, when the university says, "No, you cannot be admitted, your grades are far too low in relation to other applicants" or, "I am sorry-we don't have any positions available for someone your age. Most of our positions are held by older people with more experience and training." How does one cope with poverty, poor schooling, unconcerned parents, overly-concerned parents, inability to read, poor health, over-abundance of material goods, no friends, too many friends, several jobs to choose from, no jobs available, etc.?

The barriers just described may be stumbling blocks to some, but to others they may make little difference. Some people are able to cope effectively when confronted with such situations, while others give up in despair.

To examine in more depth how people cope with environmental barriers, we are going to play a game where you will imagine that you are someone who has to make some critical coping decisions. To play this game you will divide into groups of three. Each triad will consist of two players who must jointly agree upon how the person will cope with a number of environmental barriers during his lifetime, and one player who is the judge. The game continues until retirement. It is real in regard to providing examples of the kinds of barriers one might face in life, but not real in regard to stopping at retirement, since coping with environmental barriers continues throughout one's life.

First, start the game by dividing into triads. Second, pick a judge who will provide you with the instructions for the game and see that it is played according to its original design.

After the judge has been chosen, you should begin by listening to the first case study which begins in junior high school. Following the brief paragraph describing the environmental barrier, two of you must agree on the choice of a coping strategy.

The judge will read the case information to you and may provide additional strategies as you play the game. Continue with the game until the retirement stage. At this time you and the judge will participate in a discussion concerning why you chose the particular strategies you did, what might have happened had you decided to cope with the environmental barriers in another way, and how possible strategies may be categorized.

ABBREVIATED CASE STUDY

JUNIOR HIGH THROUGH RETIREMENT

I. It is the end of your second year in junior high school. You have achieved fairly well in your academic courses during the year, but you still find yourself a little behind in math. In order to get into the pre-engineering program in high school, you will need an additional math course. Take time to think over the problem and then make one of the following decisions: (CHOOSE ONE ONLY)

Coping Strategies

1. Go to summer school and make up the course.
2. Go out for the baseball team as you did last year.
3. Take the math course in the summer and also go out for sports.
4. Get a job in the summer.
5. Work and also take the course.

Answers - (Read by judge) - (for this first case read the corresponding number)

1. You complete the course with a B+, but antagonize many of your friends who were depending upon you to pitch for their team in the summer baseball league.
2. You win the championship for your team in baseball.
3. You obtain a C+ in the summer course, and your baseball team finishes second in the league.
4. You earn enough money to buy a new stereo and put away some savings for next year.
5. You open your own savings account with the $628 you've earned and get a D in the math course. You may have to take the course over.

(No summaries given beyond 1st case -- discussion predicting what would or could possibly occur is encouraged).

II. You are in the ninth grade now. There has been a serious financial change in your family -- your father is out of work. You must make one of the following decisions:

1. Call an employment agency to get a job after school.
2. Quit school and work full-time.
3. Drop-out for a semester and work.
4. Work full-time and go to school full-time.
5. Drop 2 classes and get a 3/4 time job.

(Discussion)

III. You are now in high school (10th grade) and find it to be an unfriendly, cold place. You are not a member of the in-gang. You have to make one of the following decisions:

1. Join the regular Tuesday, Thursday, and Sunday pot parties and get stoned with the gang.
2. Sit home and feel sorry for yourself.
3. Get angry at the in-group and show outward hostility to all other students.
4. Blame parents and criticize them for not giving you the things that help make one popular.

(Discussion)

IV. You are now at the end of the 11th grade. The past year-and-a-half has been difficult. You dropped out of school for a couple of weeks, and your parents have separated. You are just beginning to feel a bit more settled down after living with your aunt for the past six months. You now have to make a decision regarding what course you will take in the 12th grade. Because of the inflexibility of the schedule and the fact that you do not have any more electives, the decision made now will affect your plans after high school. You decide to:

1. Take the college preparatory sequence which will permit you to enter most universities.
2. Take the general sequence with an emphasis on math which will permit you to enter a community college and will strengthen your mathematical background.
3. Take the Industrial Electricity Sequence (or Medical Science Sequence) which will equip you for further training or immediate employment in a career area.

(Discussion)

V. You have just finished high school. You are making plans about what to do next. You decide to:

1. Wait around to see what might break for you.
2. Spend some time talking to others to see what they are doing.
3. Keep your present part-time job at $1.35 an hour and do nothing else.
4. Take time off and travel around the country.

(Discussion)

VI. After spending some time doing nothing following graduation, you become restless. You suddenly get "turned on" to school, finish three years training in business, and now have enough background to become eligible for a position in an accounting firm. The problem is that because of your age and lack of experience, you are having difficulty getting that job. You decide to:

1. Buy love beads and let your hair grow long and get out of the business racket.
2. Continue looking in related areas -- other firms or

companies with interest in youthful employees.

3. Take a position of lesser stature with a good opportunity to advance once you are on the job.
4. Immediately change fields and begin retraining.

(Discussion)

VII. After being employed by a couple of companies, you now have a job with DuPont. You have been in the position for three years and like the job. Just as you are feeling very comfortable, you are fired. The Department Head says that your position is being combined with another in the department and that George, a fellow employee, is going to handle both jobs from now on. You know the real reason is that you are not one of the boss' favorites, as George is. You also know that you are more competent than George. You decide to:

1. Have it out with George.
2. Punch the boss and quit before being fired.
3. Get out as quickly as possible and write a sarcastic note to the boss and his supervisors.
4. Sue the company even though you have no legal grounds for doing so.

(Discussion)

VIII. You are in your mid-thirties and married, have a steady job and have recently purchased a home. You are now beginning to realize that you have little chance of becoming the President of the company next year or ever. However, you feel fairly well satisfied and comfortable in your present position. You have to make a decision on what to do next. You decide to:

1. Forget about goals and be content with what you have.
2. Play golf.

3. Complain a lot.
4. Do less work and get involved in more recreational activities.

(Discussion)

IX. You are in your mid-forties. The children are off to college. It seems too quiet at home, and the routine seems to be getting to you. Life seems to consist of taking out the garbage, mowing the lawn, eating at regular times, spending Saturday nights with the neighbors, watching television, etc. You feel you have to make some changes. You decide to:

1. Move away from home, separate from your wife.
2. Quit the job for awhile, look for something new.
3. Seek marriage counseling for you and your wife.
4. Try experimental commune living.

(Discussion)

X. You are in your fifties. You are well satisfied in your job, and your family life is running smoothly. Because of the expertise you have gained through the many years of experience in your position, you feel you can make much greater contributions in your field. The challenge is there, and you decide to:

1. Do some writing in the area which could be greatly helpful to others.
2. Take on outside projects on a consulting basis.
3. Begin your own consulting firm in the field.
4. Become more greatly involved in the professional organization and share recent ideas about future trends in the field.

(Discussion)

XI. Retirement time has arrived for you. You are quite satisfied with your past work and look forward to more leisurely living. You decide to leave your position and you approach retirement with the following attitude:

1. To see this as a chance really to be your own boss and to spend time on things which were previously not possible.
2. To say, "Well, it looks like life is over," and to hibernate.
3. To imagine from now on how it would be if you were young again and had the opportunity to do things over.
4. To see this as a chance to continue being active, but through different ways -- consulting, gardening, reading, lecturing, traveling, even doing part-time work for the pleasure of doing a good job.

(Discussion)

Directions to the Judge

1. Read the case situations and record the participants' choice in each case.
2. Take notes on any disagreements or questions raised by the participants when making the decision and when discussing it.
3. After retirement is reached, review the case histories with the participants along with the decisions they made--or ways they coped. Discuss with the participants the following ways in which people have been known to cope. Have participants identify each decision that they made with one of the following coping strategies.

Coping Strategies

1. Win/lose coping--In the first case study if you chose no. 1, we could say you exercised win/lose coping--won a good grade in class and lost friends for the time being. The same would be true for number 2 in the first case history.
2. Avoidance coping
3. Direct decision coping
4. Limited vision coping
5. No win coping
6. Coping by adding more obstacles
7. Action coping
8. Thinking coping
9. Delay coping
10. Over-reaction coping

(add to list)

Note to Judge:

Participants can identify other ways of coping than the 10 listed above, relating the new ways of coping to the decisions which they made in the case histories.

Other Key Points of Interest for Discussion Include the Following:

1. People cope with barriers in many ways, depending upon the particular situation.
2. There isn't always one right way for people to cope with barriers.
3. People sometimes do not consider all the options available to them in coping with a particular barrier. For example, players may have been frustrated or may even have refused to choose a particular coping strategy. Yet, this part of the game emphasizes the fact that often people are aware of only limited alternatives in handling environmental barriers.

Instructions to the Facilitator

The meanings of the various ways of coping should be thoroughly explained to participants, including concrete examples of each type. Suggestions from the group of examples of ways of coping should be encouraged, and participants should begin to think of how they typically approach various kinds of decision making opportunities.

SESSION III -

POSITIVE AND NEGATIVE RESPONSES TO ENVIRONMENTAL BARRIERS

In the last session you were able to experience some of the environmental barriers faced by a person from the time he was in junior high school until he retired. As you probably have already realized, the critical issue is not so much a matter of what the environmental barrier is, but more a matter of how a person reacts to it. Some people may do nothing, others may take immediate action, while others may do something to make the barrier worse than it really is, even creating additional barriers or putting up a barrier where there was none originally. This last way of coping is another way of saying, "man is his own worst enemy." This phrase has meaning for us when we realize that many barriers are not environmental in nature but have developed because of our own actions or behavior.

In this session we are going to examine the multitude of ways in which a person may cope with environmental barriers to make them worse. After this exercise, we will consider constructive ways to handle or lessen the impact of environmental barriers. The suggestions will be shared and evaluated by others in the class to determine adequacy of ways in sufficiently coping with environmental barriers.

Directions:

The class should divide into groups of from 3 to 6 members per group. Each group will be presented with an environmental barrier faced by someone in real life. The question is, "How shall we cope with the barrier?" To answer this question we will first determine how this person can act to make the situation worse than it really is. Then we will consider ways he can overcome the barrier or even make it work to his advantage.

You might think that this is an unusual way to focus upon how people cope. But it really isn't because the fact is that many people do things unintentionally or sometimes automatically to make things actually worse than they are. What was a small barrier to start with can become enormous in nature and overwhelm the individual. Only by understanding the many negative ways we can react to barriers can we recognize such behavior in ourselves.

First Task

Your first task is to list all the ways you can make the environmental barrier worse than it really is. You may make a list of your own and than share it with your small group, or the group may work together brainstorming their ideas. (Use environmental barrier list).

10 Minutes

After your list is complete, share your ideas with the total group. See how many groups came up with the same ways of coping.

Second Task

Form your small groups again. This time your task is to list all the constructive ways that you might handle the environmental barrier. (Use environmental barrier list).

10 Minutes

This time exchange your list with another group of students. Evaluate each other's listings and decide whether or not the coping strategies effectively deal with the barrier. Each group should assign a letter grade to the list being evaluated.

ENVIRONMENTAL BARRIER LIST

I. No job because too young and/or no experience and/or poor academic record.

II. Not a member of the school in-crowd.

III. School seems unfriendly; neither teachers nor other students are understanding or helpful.

IV. Comes from poor family, poor living conditions, no support for additional schooling or training.

V. Receives a D grade which he believes to be unfair, knows he did better, feels that the teacher would never change grade.

VI. Woman gets a good, high-salaried position in another geographic area, but the husband does not want to move.

SESSION IV -

ENVIRONMENTAL BARRIERS AND CAREERS

Occupations can be characterized by:

1. Amount of education needed
2. Cost of education
3. The opportunities available for entering the career area
4. Chance for promotion within the career area
5. Prejudice or bias
6. Specific or special skills or abilities required
7. Kind of personality required
8. Age requirements
9. Opportunities in related areas

(add to list)

Let's now take a look at a number of occupational areas. You will be given information about these occupations. Your task is then to list all the barriers that might occur in: (1) getting prepared for such an occupation; (2) getting started in that particular line of work; (3) environmental barriers on the job; and (4) others.

Procedure:

1. Distribute Environmental Barriers and Careers sheets to each student.

2. Tape the sheets describing various occupations on the wall or bulletin board where everyone in the group can see them. Allow participants to move freely among the occupational sheets as they complete the reaction forms. Participants may choose to respond to one or more than one of the careers.

3. After the forms are completed, go back and discuss each occupation, focusing on specific barriers for that occupation and ways of coping with them.

ENVIRONMENTAL BARRIERS AND CAREERS

After reviewing an occupational area, complete this sheet by listing the environmental barriers that one might face. Some examples might be training difficulties, personal characteristics, job outlook, etc. Also list some ways in which one could cope or take action to overcome some of the barriers associated with the occupation.

Name of occupation - ______________________________.

Environmental Barriers Associated With the Above Occupation	Coping Strategies To Handle Barriers
1. ______________________________	1. ______________________________
2. ______________________________	2. ______________________________
3. ______________________________	3. ______________________________
4. ______________________________	4. ______________________________
5. ______________________________	5. ______________________________
6. ______________________________	6. ______________________________

RABBIS

Definition:	Rabbis are the spiritual leaders of their congregations and teachers and interpreters of Jewish law and tradition.
Training:	-Student must complete the prescribed course of study at a Jewish theological seminary. -4-year college course is often a prerequisite to seminary study. -5 years are normally required to complete the rabbinic course at the Reform seminary.
Personal Qualities:	-Fervent belief in the religious teachings and practices of Judaism is a necessity. -Good judgment is important. -Ability to write and speak effectively is necessary.
Outlook:	-In 1967 there were not enough rabbis to meet Jewish congregation needs. -There is an increase in demand for rabbis to work in social welfare and other agencies.

WAITERS AND WAITRESSES

Definition:	Waiters and Waitresses take customers' orders, serve food and beverages, make out customers' checks, and sometimes act as cashiers.
Training:	Many workers do not have extensive schooling. More and more employers prefer that beginners have at least 2 or 3 years of high school. -Home economics courses and special courses for waiters and waitresses which are offered by some public and private schools provide good preparation.
Personal Qualities:	-Personal appearance, a pleasant manner are necessary. -Even disposition, and the ability to cope with the rush of business that usually occurs at mealtimes are very important. -Physical stamina is also needed because workers are on their feet during their working hours.
Outlook:	-Employment opportunities for waiters and waitresses are expected to be good during the 1970's. -The number of eating places is increasing to meet the needs of the country's growing population. -Most of the job openings that arise because of growth and turnover will be for waitresses. -The number of men in this occupation has been diminishing for some years. -At the same time jobs for male workers have become more concentrated in formal dining establishments.

HOSPITAL ATTENDANTS

Definition:

Hospital attendants care for people who are physically or mentally ill. Under the direction of registered professional nurses and licensed practical nurses, they perform a variety of duties. Women employed as hospital attendants are usually called nurses' aids, and men are often known as orderlies.

Training:

-High school graduates are preferred.

-Courses in home nursing and first aid, offered by many public school systems and other community agencies, provide a useful background for the work.

-Volunteer work and temporary summer jobs in hospitals and similar institutions may furnish experience that is helpful.

Personal Qualities:

-Nursing homes and mental hospitals prefer to hire more mature men and women who are at least in their mid-twenties.

-Workers should be in good health.

-Tact, patience, understanding, emotional stability, and dependability are all important.

Some duties:

-recording temperatures.
-bathing patients.
-changing linen on beds which are occupied by patients.
-moving and lifting patients.

Outlook:

-Employment of hospital attendants is expected to increase very rapidly through the 1970's.

-Many openings will also occur in nursing homes, convalescent homes, and other long-term care facilities.

BARBERS

Definition: Main task is to cut hair in accordance with the preference of each customer. Workers also give hair and scalp treatments, facial massages and shampoos, and fit hair pieces.

Training: -Barbers must be certified or licensed.

-They must be at least 16 (or 18) years old, and have completed at least the eighth grade.

-A beginning barber is required to take an examination for an apprenticeship license.

-After working 1 or 2 years as an apprentive barber, he must take a second examination for his license as a registered barber.

-Courses usually run from 6 to 9 months and include from 1,000 to 1,800 hours of instruction.

Personal Qualities: -A barber must have patience and a better-than-average disposition

-Good health and stamina are important also, as a barber must stand for long periods of time, very often working with both hands at shoulder level.

Outlook: -Majority will be positions that become vacant through turnover, retirements and deaths.

-The recent trend toward hair styling for men may result in additional job openings for qualified barbers.

COSMETOLOGISTS

Definition:	The workers give permanent waves, and shampoo, cut, set, style, straighten, bleach, and tint hair. They may also do manicures, give scalp and facial treatments, provide makeup analysis, shape eyebrows, and clean and style wigs and chignons.
Training:	-All states require that beauty operators be licensed. -Workers must be at least 16 years of age. -They must have completed at least the 8th grade and in many states the 10th.

SESSION V -

PERSONAL CAREERS AND ENVIRONMENTAL BARRIERS

In Session IV we reviewed a number of careers and considered environmental barriers which might be associated with each one. We also suggested some ways of coping with these barriers. The chances are great that you did a bit of self-examining while you were studying and discussing the different careers. In other words, perhaps you thought of the kinds of barriers and problems that you would face if you became interested in that particular occupation. This is a natural thing to do.

During this session we will again be thinking about occupations, except that this time you will choose the occupation. Try to choose one that you have thought about and in which you are seriously interested. Try to be as specific as possible as this will help you to get the most out of the session. Once you have decided upon the occupation, complete the enclosed form.

PERSONAL CAREERS AND ENVIRONMENTAL BARRIERS

Career Interest Area: ______________________________

____

ENVIRONMENTAL BARRIERS

Training or educational requirement barriers: ______________________________

____

____

Cost barriers: ______________________________

____

____

Personal barrier related to occupation: ______________________________

____

____

Job opportunity barriers once training is complete: ______________________________

____

____

Other barriers you will have to face in order to be successful in this occupation:

Additional barriers of all kinds: (to be completed by another in your group)

Directions for Session V

The next step is to form a triad with other class members. Exchange forms and fill in additional barriers of all kinds on each other's sheets. Discuss the occupations and barriers with one another.

The last step is to conduct mock interviews. Have two of the people play the role of individuals already in the field who are quite aggressive and who ask many questions of newcomers who wish to enter this occupation. The two interviewers should have knowledge of the barriers facing the newcomer and ask questions about how he is going to cope with them. (The interviewers do not make suggestions or provide help in how to cope with the barriers).

Use these questions to get started:

1. Do you know the training necessary?
2. Do you have the necessary skills? If not, where will you get the skills?
3. Are you qualified? How? Proof?
4. Do you have financial backing to complete training?
5. Are you personally qualified?
6. What kind of experiences have you had which will help you?
7. Do you know the future opportunities in this job?
8. What makes you think you will do well in this career?

SESSION VI -
ENVIRONMENTAL BARRIERS AND CAREER INTEREST AREAS

In session V you had the opportunity to analyze environmental barriers in your own career interest. In the interview you probably were asked many questions about the environmental barriers and why you thought you could succeed in a particular occupation, but were not given much help in ways you could successfully cope with such barriers. If the interview was conducted the way it was planned, many questions were raised in regard to hurdles which you would have to conquer in your career interest area. Possibly it was a frustrating experience.

Now we are going to concentrate on action strategies you could take to remove the environmental barriers. Through the cooperative efforts of others in the class each person should find many helpful suggestions about how to cope with the environmental barriers.

Each of you in the class will be given a number which you should place on the form entitled Removing Environmental Barriers. Then you should divide yourselves into groups of three. In this way you will give feedback to another person without knowing specifically who that person is.

Complete the left hand side of the form by using last session's paper on Personal Careers and Environmental Barriers. In other words, list all the environmental barriers that were discovered last week in relation to your career interest area. After you have done this, exchange your papers with another triad group. Each person should now put suggestions on the right hand side of all three of the forms. After each member has had a chance to add suggestions to all three forms, the triad as a whole should discuss the forms to make sure all possible ways of removing environmental barriers have been included and that the suggestions are of high quality.

The next step is for the two groups to join together. At this time select one person to read to the others (without identifying the person involved) what the barriers are and what suggestions have been given to remove the barriers. When this step has been completed, return the papers to the original groups and separate.

Back in the original triads, you should review the suggestions given, asking yourselves these questions:

1. Were the ways suggested by others to cope with environmental barriers realistic?
2. What problems might you encounter in following through with some of the suggestions?
3. What additional ways of removing the environmental barriers can you, or members of your triad, add to what has already been included?

REMOVING ENVIRONMENTAL BARRIERS

No. ________ Career Interest Area ________________

Environmental Barriers Relating to Career Interest Area	Action Strategies To Remove Environmental Barriers

Project No. 1-0615 A
Grant No. OEG-0-71-3581

Module VI:

USING INFORMATION IN CAREER PLANNING

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OVERVIEW OF THE USING INFORMATION IN CAREER PLANNING MODULE

Purpose: Information is crucial to effective career planning. Since the individual will be making a series of decisions throughout his or her lifetime, it is important for him or her to learn to identify, evaluate and use information in conjunction with another or through his own efforts. This module is intended to help individuals locate sources of information and learn to use it effectively.

Goals: The goals of the Using Information in Career Planning Module are the following:

1. To help participants identify the kinds of information which will be useful in specific situations.
2. To help participants locate various sources of information.
3. To acquaint participants with the criteria for judging whether information is useful.
4. To help participants understand the value of two-way communication and the importance of feedback.
5. To make participants aware of some misinformation about the future in regard to career plans.
6. To give participants specific practice in locating information about certain careers, and about their own personal career choices.

Objectives: Specific behaviors which participants should acquire as a result of participating in the Using Information in Career Planning module are the following:

1. Participants will be able to state a career-related planning problem and specify the types of information needed to make a decision.
2. Participants will learn to determine whether they understand information and will be able to seek clarification if they don't understand.
3. Participants will be able to evaluate the accuracy of information in terms of bias and completeness, and will be able to check other sources to support or clarify the information.

4. Participants will be able to determine how current information is and to seek updated information when necessary.

5. Participants will be able to identify and consult a personal information network which can provide information which can be used by themselves and other individuals in career planning.

6. Participants will know that information comes from many sources, specifically written, audio-visual, personal contact and direct experience, and will be able to specify which sources are most satisfying for them.

7. Participants will know certain categories of information about occupational opportunities and will collect and share this information with other participants.

Module Sessions

The using information in career planning module consists of six sessions. All of the sessions, except Session V, are designed to be completed during a fifty minute period. Session V is a Career Information Auction Game which requires 2 1/2 to 3 1/2 hours for completion. The first four sessions also include suggested activities which participants can complete outside the regular sessions if the leader and participants feel that it is helpful to do so.

Session I - "Using Information to Answer Your Questions" - This session is intended to help participants learn to identify the types of information which are needed to make career decisions. Participants have the opportunity to solve career problems for fictitious individuals and to realize the importance of information in career planning. During the session, participants work together in groups to solve problems for fictitious individuals.

Session II - "Can You Trust the Information: How Understandable Is It?" - Participants are helped to see that they may not always understand information, the importance of basing career decisions on accurate information and various methods of clarifying information if they do not understand it. During the session, participants work together in pairs to complete an exercise which illustrates the importance of checking to see if information is understood.

Session III - "Can You Trust the Information: How Accurate Is It?" - Participants are helped to see that information can be inaccurate because it is incomplete, contains additional non-related information, or is biased. They are helped to develop skills in checking the accuracy of information. During the session, participants work in small groups to solve a problem relating to evaluating the accuracy of information.

Session IV - "Can You Trust the Information: How Current Is It?" - Participants are helped to see that information can be outdated. They are given the opportunity to see how rapidly information is changing and how important it is to make career decisions based on current information. During the session, individuals project themselves into the future by imagining what life will be like in both the near and distant future.

Session V - "Shopping for Information Which You Can Use in Career Planning" - Participants are helped to see that they already have contact with resources or can identify them on their own without necessarily consulting with others. They are also helped to understand that there are various types of resources, including written, audio-visual, personal contact and real experience. During this session, the participants play the Career Information Auction Game in which teams identify resources and then sell them to other class members. The game requires 2 1/2 to 3 1/2 hours of time to complete.

Session VI - "Sharing and Using Career Resources" - This session is intended to provide practice in using career resources by seeking information from resources and by evaluating the quality of the information received. Prior to the session, the participants explore the resources they have purchased during the game and complete a questionnaire for each resource. During the session, participants use any resources of particular interest to them.

SESSION I

USING INFORMATION TO ANSWER YOUR QUESTIONS

Many times in your life you need information to answer questions. In fact, almost every decision you make in life is based on information. Making any decision requires that you decide what the problem is. Then you use all the information you can find to determine what you will do. For example, how did you decide what clothes to wear today? When you got up this morning, maybe you felt in a certain kind of mood. Perhaps what you wanted to wear was soiled or torn. Maybe you have a new article of clothing you wanted to wear. Using all these factors to make your decision, you probably selected the clothes you are wearing now.

Throughout your life, you will be making all kinds of decisions. Many of them will be more important than choosing what clothes you will wear. But regardless of the importance of the decision, you will still need to figure out what the problem is and then seek the information which will help you solve it. Perhaps in the past other people have automatically given you answers to your problems. If you had a decision to make, perhaps people told you exactly what you should do. In the future, however, you will be faced with a number of decisions which other people really cannot make for you. Therefore, it will be very important for you to be able to know how to find and use information on your own.

The next few sessions are intended to help you find effective ways of locating and using information. The information will not always be given to you, and sometimes you will have to arrive at an answer for yourself. To give you some practice in solving problems, we would like to have you work together in small groups to find the best solutions to some problems which may be similar to ones which you will face in the near future.

Get together with a group of four to five other students. Each group will receive a stack of cards. When you receive these cards, pass them out to each group member, giving each person two to three cards. Throughout the session, you should have the same cards. Do not show them to other people.

First, try to solve a problem for Karen. After you have heard Karen's problem, work as a group to arrive at the solution which seems to be best for her. To solve her problem you must share the information on your card with the others in the group by telling them what the information is.

Here is Karen's problem:

Karen has decided to be a dental hygienist. She has had very good grades in high school. Karen is black and lives in a large city with her mother who has raised Karen and five other children by working as a presser at a dry cleaning establishment. Karen wants to go to a four-year college which is at least 25 miles from her home. She will have to receive financial assistance from the college in order to afford this. Which school (A,B,C, or D) would you recommend to Karen?

The information on the cards is: (This information should be put on cards. One deck of cards is needed for each student.)

Card 1 : Where is school C? School C is 150 miles from Karen's home.
Card 2 : Does school D offer dental hygiene? Yes.
Card 3 : Is school B a four-year college? Yes.
Card 4 : Does school A offer financial aid? Yes.
Card 5 : Is school C a four-year school? Yes.
Card 6 : Where is school D? School D is 125 miles from Karen's home.
Card 7 : Does school B offer dental hygiene? Yes.
Card 8 : Does school C offer financial aid? Yes.
Card 9 : Where is school A? School A is 35 miles from Karen's home.

Card 10: Does school B offer financial aid? Yes.

Card 11: Does school A offer dental hygiene? Yes.

Card 12: Is school D a four-year college? No.

Card 13: Where is school B? School B is in Karen's home town.

Card 14: Does school C offer dental hygiene? No.

Card 15: Is school A a four-year school? Yes.

Now that your group has arrived at an answer, check it against the correct answer. The correct answer is school A because school A is the only school that meets all of Karen's requirements. It is a four-year college, it is located more than 25 miles from her home, it offers dental hygiene as a major, and it can provide Karen with financial aid.

Take a few minutes as a group to discuss the following two questions. First, did you have trouble solving Karen's problem? Second, if you did have trouble, why do you think so?

Now we would like your group to solve Tim's problem, which is similar to Karen's. This time we would like to suggest a different way of approaching the task. As you may have discovered from solving Karen's problem, it is important that the problem be stated very clearly. Many times you will receive information which is not important to solving the problem, and you will need to find some way of evaluating whether or not you need the information.

For this task, distribute the new cards to each group member. The same rule applies. You may not show each other your cards, although you may tell group members the information which is on your cards. Here is Tim's problem:

> Tim is a high school senior. He is trying to decide which school to attend after graduation. He has worked part-time in a restaurant during high school and thinks he would like more training in the food services management area. Tim lives in an urban area and must find a school which will admit him with a C- average. He also wants to go to

school for only two years. Which school (A, B, C or D) would you recommend to Tim?

While you are solving Tim's problem, this time one group member should be the recorder. The recorder should use the Problem Solving Sheet, which has Schools A, B, C and D listed across the top and Tim's requirements listed down the side. These are: a two-year school located near his home, one which has a food services curriculum, is low cost and has an open admissions policy. As group members share their information this time, the recorder should check the information on the problem solving sheet. The recorder should share the information he is reading with the group.

The information on the cards is: (This information should also be put on cards)

Card 1 : Where is school D? School D is the area where Tim lives.
Card 2 : Is school A a two-year school? Yes.
Card 3 : How much does school C cost? School C costs $300 per year.
Card 4 : Does school A offer a course in food services? Yes.
Card 5 : Does school C accept students with a C-average? Yes.
Card 6 : Where is school A? It is 150 miles from Tim's home.
Card 7 : Does school B offer food services? Yes.
Card 8 : Does school D offer a course in food services? Yes.
Card 9 : Where is school B? School B is in the area where Tim lives.
Card 10: Is school C a two-year school? Yes.
Card 11: How much does school B cost? School B costs $320 a year.
Card 12: Will school A accept a student with a C- average? Yes.
Card 13: Is school B a two-year school? Yes.
Card 14: Will school D accept a student with a C- average? No.
Card 15: Does school C offer a course in food services? No.
Card 16: Will school B accept a student with a C- average? Yes.

The answer to Tim's problem is school B. We have asked you to solve Tim's and Karen's problems in order to give you an idea of how information is used in problem solving. From this experience you have probably seen that it is essential first to state your problem very clearly. This may sound simple, but from working with Tim's and Karen's problems you know that a problem usually has many different areas. In order to sort out what information will be useful you need to know as much as possible about the problem. Once the problem has been clearly stated, you can begin to decide what information will be important to the solution of the problem.

In making decisions throughout your life we suggest that you follow these steps: (1) state very clearly what the problem is: (2) seek all the information you can which is related to the decision: (3) use only the information which seems to have a direct bearing on the problem; and (4) make your decision.

Suggested Activities

1. Identify some problem which you are trying to solve. It can be any problem. It does not need to be as important as selecting a college. Try to solve the problem by using the problem-solving steps.
2. Talk with a friend who is trying to make a decision about something. Explain the problem-solving steps, and try to help the person to use these steps.

Problem Solving Sheet

Tim's Requirements	School A		School B		School C		School D	
	Yes	No	Yes	No	Yes	No	Yes	No
Two-year School								
Near Home								
Offers food services curriculum								
Low cost								
Accepts C-average								

SESSION II

CAN YOU TRUST THE INFORMATION: HOW UNDERSTANDABLE IS IT?

In session one, you solved problems for Tim and Karen, and we hope that you became aware of the importance of information in making decisions. While you were solving the problems, you were probably so involved with finding the answer that it never occurred to you that the information might have been incorrect. Suppose it had been wrong? Suppose Tim had selected a college, applied to it, been accepted, and then found out that it didn't offer a food services program? Maybe by the time he discovered this it would have been too late to apply to any other college. Therefore, in addition to deciding whether information is related to your problem, you also need to find out if the information is correct and whether you really understand it.

When using information in solving problems, you need to be sure that you understand clearly what the information means. Suppose Tim and Karen had found their information in college catalogs. While they were reading the catalogs, they may have wondered whether they were interpreting the information accurately. Suppose you found some information in a college catalog. How could you make sure you understood that information? Well, as you may realize, there would be several ways. You might discuss what you found with your counselor, you might talk to someone who had attended that college, or you might even visit the college itself and talk to someone there. The important thing would be for you to understand exactly what the information meant.

Perhaps in the past you've had experiences where you thought you understood some information, made a decision based on the information, and then were shocked to find out that you had not interpreted the information accurately. Before using information to make decisions, it is preferable to check your understanding of the information when you first receive it rather than to wait until you have made a decision based on a misunderstanding. There's an old saying: "If you don't understand, ask." It sounds simple, but many times people hesitate to ask if they don't understand. Asking people and making sure you understand the information is very, very important.

We would like to have you do an activity which will help point out the importance of asking questions if you don't understand what someone is saying. Select a partner and decide which role each of you will play. One of you will be the "teller"--that is, you will give instructions to the other person about something which the other person is to do. The other person will be the "doer"--that is, you will listen to the instructions and try to do what is asked as accurately as possible. Once you have decided which of you is the "teller" and which is the "doer," the "teller" will receive two sheets of paper with drawings on them. Be sure not to let the "doer" see what is on the sheets of paper. The "doer" will receive two pieces of blank paper and a pencil, and should wait for instructions from the "teller."

Look at Figure I; the "teller" should try to give the "doer" instructions on how to draw this figure. You may give as many instructions as you want, but at no time may the "doer" ask the "teller" any questions. Remember to be sure that the "doer" does not see the sheet of paper. Once the "doer" has completed his drawing, ask him how accurate he feels his drawing is. After he has told you how accurate he thinks it is, show him the real drawing.

Next, the "teller" should give instructions to the "doer" for drawing Figure 2. However, this time the "doer" may ask as many questions as he wants, and the two of you may talk about the drawing as much as you want. Again, be sure the "doer" does not see the drawing. Once the "doer" has completed his drawing of Figure 2, ask him how accurate he feels this drawing is. After he has told you how accurate he thinks it is, show him the real drawing.

Once you have compared the results, talk about the following questions:

How did the "doer" feel? How did the "teller" feel?

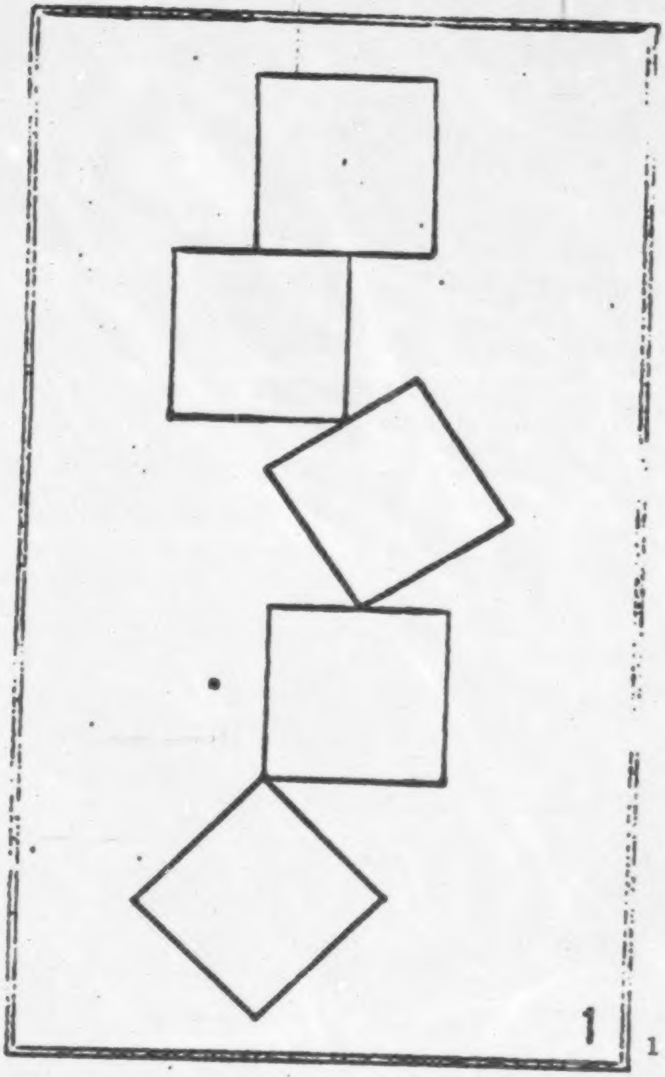
Was there any difference in the way each of you felt during the drawing of the two figures?

Now that you have discussed the activity with each other, you might be interested to know how other people have reacted to the activity. First, as you probably found out, it takes much longer to do the drawing when the "doer" is able to ask questions. However, at the same time the drawing is usually more accurate. Other people have also found that during the first drawing, when the "doer" cannot ask questions, the "teller" usually feels that he is doing a good job of giving information. He is convinced that his directions are clear and the "doer" is drawing the figure as it should be drawn. He is usually quite surprised to find that the "doer" has not been able to understand him. In the second drawing, when the "doer" can ask questions, the "teller" sometimes feels frustrated because there are so many questions being asked. However, the"doer" generally feels much more comfortable because he is more confident.

From this activity you have probably learned that you can misinterpret information unless you have the opportunity to ask questions and check its meaning as you receive it. We would recommend that as you seek information for making decisions, you try to make sure you understand the information. If you are talking with someone else, you can do this simply by asking questions. However, sometimes you may get your information from sources like television or books. Because you cannot ask the television announcer what he means, you may want to talk with some other person about what you have learned or check with other sources like magazines or books. When you are seeking information to use in planning your life, it is vitally important to be sure that you understand the information and that it is accurate.

Suggested Activities

1. With another person such as a brother, sister, parent or friend, view a television program which presents information on some current topic. After the program is over, check to see if you interpreted the information in the same way. Then check with other people, or with newspaper or magazines, to see which of you understood more correctly.
2. Select some area of your own life in which you are now trying to make a decision--something you are thinking of buying, which courses you are going to take in school next year, or some trip that you are planning. Seek information from several sources, being sure to ask questions whenever you can.



[1]

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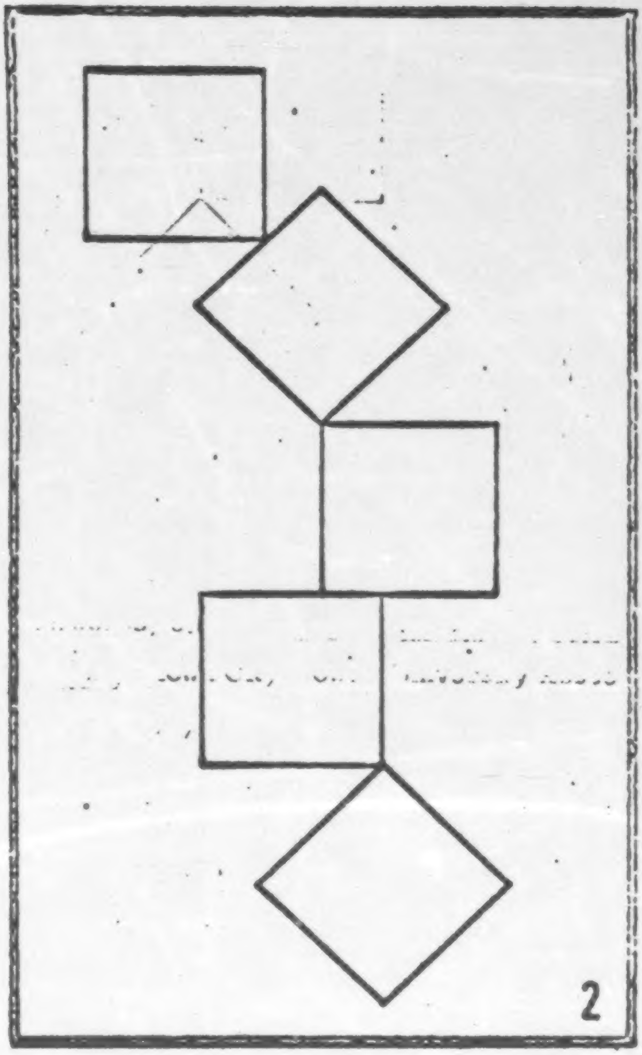
[1] These exercises were adapted from "One-Way and Two-Way Communication" in Pfeiffer, J. W. and Jones, J. E. A Handbook of Structured Experiences for Human Relations Training. Iowa City, Iowa: University Associates Press, 1969, pp 13 - 18.



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SESSION III

CAN YOU TRUST THE INFORMATION: HOW ACCURATE IS IT?

In the last session, we mentioned that it is important for you to understand information clearly before you use it to make decisions. Another important thing to consider is how accurate the information is. As you make various decisions throughout your life, you will probably find that many people will be willing to give you information, and you will have to decide whether that information is accurate.

For example, suppose you are trying to find out how many credits you need to graduate from high school. To answer this question, you might ask a friend who just graduated, you might ask your counselor, or you might read the student handbook. If all three sources of information provide the same answer, you may probably assume that the information is correct. But suppose that you get different answers from all three sources. Now you have the problem of deciding which information is accurate.

In this session, we would like to give you some practice in deciding whether or not information is accurate enough to be trusted. Form groups of five or six people. Three of you will receive different reports on the same topic which you are to take turns reading to the other group members. Please do not show your report to anyone else.

The other two or three people who do not have anything to read will be recorders and will work together to decide which of the three descriptions is most accurate. To make your decision, use the observation form. As you listen to each of three statements, think about these three questions:

1. Is the person adding information which should not be there?
2. Is the person leaving out information which should be there?
3. Is the person biased--that is, is he slanting the information toward his own opinion?

Once each person has read his statement, record your impressions on the observation form. Check those boxes which apply. For example, if you think the person slanted the information and omitted some of the information, check both of those boxes.

Once each of the three people has read the information statement, the two or three recorders should meet together. Try to reach some agreement among yourselves about which description is the most accurate. First, compare your observation forms. If you do not agree, you may ask the readers specific questions or you may ask them to re-read their statements. The readers may not add any new information or change their original statement.

Once you have decided on the facts of the situation described in the reports, discuss these questions in the total group of five or six.

1. What really happened? See if you can agree on what the real chain of events was.
2. If you could check this story farther, how could you find out what really happened?
3. Suppose that you had heard just one report. Would you have thought that the report was accurate?

This experience has been designed to help you see that information is not always accurate. Determining whether information is accurate is difficult, and there is no one right way to find out. Here are some guidelines which might help you decide whether to trust information in the future:

1. Always consult several different sources. These sources can be television, people, written materials, etc. You have discovered that the use of only one source can be very misleading.
2. Compare the information which you get from different sources. Check to see where the sources agree and where they disagree.
3. Consider the background of the sources. Is the source biased or will it give an objective picture of the information.

Outside Activities

1. Follow a news event by watching television, reading magazines, and getting an account from someone who was there if possible. Analyse the information from the different sources in terms of added information, omitted information and biased information.
2. Consider a decision which you are now trying to make. Consult several sources to get information. From these sources, try to arrive at the most accurate information possible. Try acting on this information and see if the result is what you expected.

OBSERVATION FORM

Report	Added Information	Omitted Information	Biased Information
1.			
2.			
3.			

Comments: What were major points of disagreement?

REPORT I

Well, we had been excited all day. Our school, Lincoln High, was playing the state basketball quarter-final round in Centerline. We had rented buses, and about 150 of us were going. We left home around 4:30 and arrived at Centerline about 6:30. We ate dinner on the bus and went right into the game. The game was very close. The score was 36 - 38 at the half and 75-75 at the end of regular play. We were so excited we could hardly stand it. All during the game, a bunch of kids from Washington High, the team we were playing, kept walking by our section and making comments about how bad our team was. We talked back to them a couple of times, but mostly we were too busy watching the game to let them bother us. We just about died when we lost the game 78-80 in overtime. Some of the girls were crying as we headed back to the bus. Just as we got on the bus, a group of kids from Washington High started chanting at us. I remember that they all had Washington High jackets on. Most of us had already gotten on the bus, but from the window I saw three of the Washington High kids corner two guys who were trying to get on the bus. They pushed them, and our guys really had to fight to make it to the bus. Suddenly there was a free-for-all, and the police came. The paper really played it up as if it was a big problem. But it really wasn't that bad. I should know; I was there.

REPORT 2

And now for the sports news. In the state basketball tournament held in Centerline tonight, Washington High defeated Lincoln High by a score of 80 to 77 in overtime. The game was a close one, with Washington High holding the edge until the final minutes of regular play. This was the first of two games played this evening. The game started at 6:15. The game was marred by an unfortunate incident after the game. As the students were boarding their buses for the return trip home, a scuffle broke out. Police indicate that about fifteen students were involved, in addition to some youths who are not currently attending either school. When our newsman interviewed the principals of the two schools, they indicated that they felt the cause was outside agitation and that their students had been accidentally pulled into the situation. They did say that they intended to investigate the incident and take appropriate disciplinary action if there was evidence that their students had initiated the problem.

REPORT 3

Well, it was really a great thing. Our school, Washington High, was playing in the state basketball quarter-final round in Centerline. We had rented some buses, and about 200 of us were going. We left home around 4:00 and arrived at Centerline about 6:00. The Lincoln High buses were already there. A lot of their kids were standing around the field house when we tried to get in. They were shouting insults at us; but because there were several teachers with us, we didn't say anything back to them. It was a close game, but our team was always in the lead. The score at the half was 38-30 our favor. They did manage to tie the game but we had no trouble beating them in overtime, 80-74. After the game, we were all excited. We were singing and shouting. As we went back to our bus, I noticed a group of kids shouting insults at the Lincoln High kids. I don't know who they were. I've never seen them before. They didn't have on school jackets, so I'm sure they weren't from either Lincoln or Washington High. I got on the bus with no problem. But just as the last kids were trying to get on, a wild fight broke out. Our kids got pulled into it. Now they are trying to say we started it. Well, we didn't; and it isn't fair to say that we did.

SESSION IV

CAN YOU TRUST THE INFORMATION: HOW CURRENT IS IT?

In the past few sessions, we have been talking about the importance of being able to trust the information which you are using to make decisions. So far we have mentioned that you need to understand the information clearly and that it should be accurate. It is also important that the information be current. As you know, we are living in a time when things are changing very fast. You probably realize from talking with your parents or your older brothers or sisters that things are quite different now from what they were even a few years ago. Hair styles, clothes styles, music and language have changed. If you were not aware of these changes, you might even find it hard to talk with people your own age. Since information is changing so fast, it is important for you to find ways of telling whether the information you are using to make decisions is still up-to-date. There have probably been times in your life when you have received information, acted on it, and been disappointed to find that the information was already out of date. For example, suppose a friend tells you that a local discount store is having a great sale of records. You rush down because you want to get two of your favorite records and can only afford them at the sale price. When you get there, you learn that the sale ended two days ago. At this point, you probably feel upset, angry and cheated because you didn't get the information earlier.

As you make future plans about what you will do after high school, you are also using information. You may assume that the information you are using is up-to-date. However, if it is not, the disappointment and hardship will be much greater than it would be if you had missed out on the record sale.

For this session we would like to have you get together in groups of three to four people where you will have the chance to plan some things about your future life.

Once you are in your group, listen to the following description of what life will be like in the future.

> In the near future you will be finishing high school. At that time, you will be making some decision about where you will live, what type of home you will have, and what type of work you will do. Although the United States is a very large country, you may not have much freedom to decide where you will live and work. Today 90% of the people in the United States live on less than 10% of the land. If this continues, 200 million of the 300 million Americans anticipated by the year 2000 will be crowded into twelve urban centers. More than half of the population, or over 150 million people, will live in the three largest urban centers: Boston-Washington, Chicago-Pittsburgh, and San Francisco-San Diego. People do not seem to do well with the stresses and strains which can come from these living conditions. It appears that when people live this closely together, problems of crime, pollution, poverty, traffic, education, etc., are very great.

This is your prediction for the future. As a group, discuss the following questions:

1. Did you realize that this was the way the future might be?
2. Where will you be most apt to find work in the future?
3. Where will you probably live in the future?
4. What advantages and problems will you find in the area where you live and work?
5. How do you think you will feel about the area where you live and work?
6. Do you think you will be satisfied with your future situation?

You have had a chance to discuss the future. If you are already living in an urban area, you might feel more comfortable about the future picture than if you now live in a rural area or a moderately-sized town. Based on the information which we gave you, you have probably decided that if you are going to find work, you will have to live in a large urban area and, therefore, will have to find some way of coping with the problems arising from large numbers of people living close together.

Now we would like to have you jump with us farther into the future. You have been out of high school for about ten years. Most of you are now settled in a large urban area. You feel that you will probably live in this area for most of your life since this is where you and/or your spouse can find work. However, since you have graduated, the following developments have occurred.

> In your home you now have a video-phone instead of a telephone with which you can communicate with libraries, other friends, various businesses and governmental offices. In addition, your video-phone has a typewriter which automatically types out any information which you want to have. Your television set has a great number of channels. In addition to national programs, you can view educational programs for which you can receive college credit, see local concerts and first-run movies, and get information on road conditions, weather and pollution. You can do your shopping by television by seeing products and ordering those items you want without leaving your home. The entire urban area in which you live is monitored by use of television channels which connect vital services; and transportation, governmental and emergency services all run smoothly. Businesses and industries are

using television so that some employees can work at home, communicating with their place of employment by television and telephone.[1]

Very possibly the world will be like this within a few years of the time you graduate from high school. In the future, you might be able to have a greater choice of the area where you live because you might be able to work by long distance and some companies will be able to locate in less urban areas. Also, the nature of urban life may drastically change. If these predictions were to come true,

1. How would you react to these changes? Would you like them?
2. Where would you decide to live?

This exercise has been intended to help you see that our society is changing very rapidly. As changes occur, it is essential that you know what these changes are. If you don't have up-to-date information, you may make plans which do not work out, or you may think that you cannot change your current situation when, in fact, you can.

The activity which you have just completed has given you the opportunity to think far ahead into the future. We would now like you to test your awareness of some current information which may affect your immediate plans. Please work alone and tell whether the following statements are true or false:

1. Although further education might be important, it will always be easy to get a job either on a farm or in a factory.
2. If a person wants to, he can always succeed in his own small business if he just works hard enough.

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[1] Information about future from: Goldmark, P.C. "Tomorrow we will communicate to our jobs." The Futurist, 1972, 4(2), 55-58.

3. Clerical jobs, such as operating computer and office machines, keeping records, taking dictation, and typing will be available in the near future.
4. Since so many different products are produced in the United States, it will be fairly easy to get a job selling something.
5. If a person learns a trade such as carpenter, tool and die maker, or electrician, it should be easy to get a job.
6. Service jobs where you do things for other people such as policeman, nurse, waitress, or beautician should be easy to get in the near future.
7. It is more important to have a high level of education than ever before if you want a good job.
8. Training beyond the high school level is becoming important in many jobs where it was not required in the past.
9. Education beyond high school has more to do with the type of job you can get than it does with how much money you can earn.

Answers:

1. False. Although farm and production line jobs will be available in the future, the need for these jobs will increase less than any other type of job. It will be harder and harder to get these jobs.
2. False. The number of small business men is declining and it will be harder to succeed in this area in the future, even if a person works very hard.
3. True. While these jobs may not always be in demand, they will be a good bet for at least the next ten years.
4. True. There will be a lot of sales jobs available. The question is, "What will you be selling?" Sales jobs in stores will continue to be available, but the greatest increase will be in specialized areas such

as real estate, insurance and new product sales.

5. False. The skilled trade jobs are in demand and will continue to be, but the need for workers will not be very great. Therefore, it will be hard to get into these jobs if you are not already in them.
6. True. This type of job where you are providing services for someone is in great demand. These jobs are developing faster than any other type of job, and it is expected that this trend will continue into the future.
7. True. More employers require at least a high school education and usually prefer some kind of training beyond high school. This is because jobs are more complex and require greater skill than they did in the past.
8. True. As products, machines and services are becoming more complicated, employers require advanced training for most types of jobs including operating, servicing, and selling products and equipment.
9. False. In 1968, college graduates could expect to earn $600,000 in their life time. This is 3 times more than people with 8 years of school, twice as much as people with 1 to 3 years of high school, and 1-2/3 as much as people who have completed high school.[1]

These activities have been devised to help you see that it is very important to make plans based on current information. Information changes so rapidly that it is important also to revise your decisions as new information becomes available. This means that you must choose your information sources carefully to be sure that they are current. In the next few sessions, we will make suggestions about how to choose sources which are understandable, accurate and current.

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[1] Information for the quiz is based on data from the 1971 - 72 *Occupational Outlook Handbook*, U. S. Department of Labor.

Suggested Activities

1. For the next few weeks, scan magazines, newspapers, and TV programs to collect predictions about possible social changes in the future. List these predictions, and think about how they might affect your future plans.
2. Talk to your parents or friends who are slightly older than you are. Ask them what kinds of changes have affected their life plans.

SESSION V

SHOPPING FOR INFORMATION WHICH YOU CAN USE IN CAREER PLANNING

In the past few sessions, we have considered various factors which may affect how much you can trust information in career planning. In this session, we want to give you the opportunity to explore various kinds of information which you might use. Although teachers, parents, counselors, friends and people in various occupations can help you find information, you should learn to locate information on your own. After you leave school, you will find it more difficult to rely on other people for information. Therefore, we would like to give you some practice in locating and using information which will be helpful in career planning.

In this session, you will play the Career Information Auction Game. During this class period you are to form teams of five persons each and prepare to play the actual game next week. Form your teams now.

Each team will now be given an equal number of Career Information Cards by the teacher.

SAMPLE CAREER INFORMATION CARD

Occupation: Accountant

Type of Information: Person

The first step in this game is for each team to find the information required on their cards. You will have one week to collect this information. There are four types of information:

1. Written - A pamphlet, brochure, book, etc., describing the occupation.

2. Audio-Visual - A film, television program, tape recorded interview, etc., describing the occupation.
3. Person - The name of an individual who is in the occupation and is willing to talk about the occupation.
4. Real Experience - An opportunity to observe or work as a volunteer in the occupation. Vist a factory, volunteer to work in a hospital, etc.

Throughout the week, your group should search for resources which meet the requirements on each of your cards. You may work together, or you may divide up the cards. You may consult with various resource people such as counselors, librarians, businessmen, etc. From the information you gather, you should prepare a Career Resource Card. By next week you should have developed one Career Resource Card for each of your Career Information Cards. You only need to identify one resource for each card. For example, if your card reads, "Occupation: Accountant, Type of Information: Person," your group should actually find a local accountant. who is willing to talk about accounting. One such person would be enough. So by next week, your team should have developed a set of Career Resource Cards. Here are some examples of Career Resource Cards:

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SAMPLE CAREER RESOURCE CARD
Occupation: Accountant
Type of Information: Person
Resource: Mr. Jerold Montgomery
Contact: Outstate National Bank
14795 South Main
Templeville, Georgia
Phone: 874-8930

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SAMPLE CAREER RESOURCE CARD

Occupation: Electrician

Type of Information: Audio-Visual

Resource: Tape recorded interview with:
Mr. Joseph Hammer
Master Electrician

Contact: Group A has a copy of the
Casette Tape Interview

Before next week, your group should:

1. Search for the information requested on your Career Information Cards.
2. Make up a Career Resource Card for each Career Information Card.
3. Arrange your Career Resource Cards in alphabetical order.
4. Appoint one group member who will auction this information to other people in the class. This person should become very familiar with the information so that he can sell it effectively to other people in the class.
5. Appoint a team captain to represent your team while you are playing the game.

CAREER INFORMATION AUCTION GAME

Estimated Time: 2 to 3 class periods (2 - 3 hours)

Players: Teams of five, including a captain who is spokesman for the group, and and an auctioneer.

Caller, Recorder, Banker, and Group Leader (teacher or counselor)

Game Materials: 1 deck of Career Information Cards, to be distributed one week prior to play. Group leader prepares four cards for each occupation on occupation list. One for written, A-V, person and direct experience. Total of 140 cards.

Career Resource Cards, developed by teams, one resource card for each Career Information Card. Total of 140 cards.

1 Career Deck, to be used by group leader to call out occupations during game. Group leader prepares deck, which consists of one card for each occupation on occupation list. Total of 35 cards.

Money. Group leader prepares $1,000.00 in $1.00 and $5.00 bills. Can use different colored slips of paper if preferred.

Note: When planning this game, it is possible to add or substitute occupations if the teacher and students desire. This might be done because of special occupational demands in a particular geographic area or because of special student interest. In its original form, the game uses 35 occupations which are representative of various skill and training levels, and of various occupational fields.

Prepare to Play:
1. Each team receives $100 from the bank.
2. Auctioneers come to front of the room, bringing their file of Career Resource Cards.

3. Team captain introduces himself.
4. Teacher shuffles the Career Deck and places it face down on the desk.
5. Auction Board is put on the front board.

INFORMATION AUCTION GAME

OCCUPATIONAL LISTING

(35 occupations used in game)

Professional

Accountant

Industrial Engineer

Dentist

Licensed Practical Nurse

Pharmacist

Meterorologist

Commercial Artist

Draftsman

Librarian

Social Worker

Clerical

Cashier

Bookkeeper

File Clerk

Receptionist

Shipping Clerk

Sales

Automotive Parts Counterman

Insurance Agent

Salesman (Products)

Retail Trade Salesworker

Salesman (Real Estate)

Skilled, Semi-skilled, Unskilled

Electrician

Carpenter

Truckdriver

Tool and Die Maker

Appliance Serviceman

Automobile Mechanic

Assembly Worker

Inspector (Manufacturing)

Meat Cutter

Service

Cosmetologist

Waiter or Waitress

Guard or Watchman

Fireman

Building Custodian

Hospital Attendant (Aide or Orderly)

AUCTION BOARD

Occupation	Written Bid	Audio-Visual Bid	Person Bid	Experience Bid

Rules of Play:

1. The group leader (teacher or counselor) turns a card from the Career Deck and calls out the name of the occupation.
2. The auctioneers search their team Career Resource Files and pull the resource card if they have a Resource Card on that occupation.
3. Each auctioneer spends 30 seconds presenting his team's Resource Card. (There should be four auctioneers for each occupation.)
4. Group members confer to see if any student in the group wants the resource.
5. The group leader opens bidding. Group captain calls bid. Groups proceed to bid starting at the left of the room and moving to the right. Groups may bid on any one of the four Resource Cards. Bidding on all four Resource Cards continues until no further bids are offered. All bids must start at $1.00. Top bid is $10.00. The first team to bid $10.00 gets the resource. If bidding stops before $10.00 is bid, it is sold at the last bid price.
6. After bidding has stopped for the Occupation Card, the team captains from the groups which bought the Resource Cards pay the auctioneer and the auctioneer gives the team captain the resource card.
7. Play continues until all cards in the Occupation Deck have been used.
8. The team with the most money at the end of the game is the winner.
9. A team may bid on its own resource card if a group member wants it.
10. Each group member must buy at least three Career Resource Cards.
11. Each player should keep the Career Resource Cards which he requested the group to purchase for him. They will be used in the next session.

SESSION VI

SHARING AND USING CAREER RESOURCES

Part I

During the game, you had the opportunity to seek information about occupations and to purchase the information which was most interesting to you. Now we would like you to use the information which you have purchased. Each of you should have at least three Career Resource Cards. Here is a way in which you can use these resources and eventually share them with others in your class. During the next week, try to locate and use each of the resources which you have purchased. To help you use these resources effectively, we have developed a questionnaire which provides a number of questions about occupations. Please complete one of these questionnaires for each resource as thoroughly as possible. Next week you will make the questionnaires available to other people in your class who might be interested in the occupations which you have researched.

Take a few minutes to look at the questionnaire. You will see that it calls for two types of information: information and evaluation. The first section asks you to collect answers to some questions, and the second section asks you to evaluate the resource. This section is important because other people in your class will read your evaluation which will help them decide whether or not to use the resource.

During the next week, find and use each of the resources you have purchased. As you explore each resource, complete a Career Information Questionnaire for the resource. Answer as many of the questions as possible. If the resource does not provide an answer to one of the questions, leave it blank. Complete the questionnaire as thoroughly and neatly as possible so that other people in your class can read the questionnaire to gain information about occupations of interest to them.

CAREER RESOURCE QUESTIONNAIRE

Your Name:

Name of Occupation:

Type of Information:

Name of Resource:

Information about the occupation

1. What is the main purpose of the occupation?

2. What activities are done by people in the occupation?

3. What are the special sub-groups within the occupation? (For example, different types of doctors?)

4. What chance is there for advancement in the occupation? (For example, from production line worker to foreman?)

5. Where are people in this occupation employed? (For example, large companies, hospitals, self-employed, etc.)

6. What are the working conditions for people in this occupation? (For example, very noisy, work outside, long hours, high pressure.)

7. What are the personal requirements for entering the occupation? (Special qualifications according to ability, physical size, age, sex.)

Note: Duplicate 140 of these questionnaires and give as many as needed to each student.

8. What training is required for this occupation? (What type of education after high school, how long, how much does it cost, how difficult is it to be accepted into training programs?)

9. What are the requirements for entering the occupation? (State licensensing or certification, union membership, special examinations, apprenticeship programs.)

10. What is the economic nature of this occupation? (How much are people paid? do they work regular hours, do they get regular pay raises, are there fringe benefits?)

Your Evaluation of Resource

1. How easy was it to understand this resource?

2. How accurate do you think this resource is?

3. How current do you think this resource is?

4. Would you recommend this resource to another person?

Part II (One week later)

You have now completed the Career Information Questionnaires. There should be one questionnaire for each Career Resource Card which was sold during the game. On each of your desks there is a card which represents a particular occupation. Your teacher will now collect all of your Career Information Questionnaires. She will now read off the name of the occupation on each questionnaire. If you have a card for that occupation on your desk, raise your hand and she will give you the questionnaire. Once all of the questionnaires have been distributed, you will have the rest of the class period to shop for career resources. You may circulate around the room stopping to read Career Information Questionnaires for those occupations of particular interest to you. You may even want to read about some occupations which you have never considered before just to see if they sound interesting to you. If you see one resource of particular interest, you may want to talk to the person who filled out the questionnaire for further information.

By the end of this information shopping session, you should have found information on a number of occupations. You may also have ideas about other resources which you want to check in the future. After this class session, the Career Information Questionnaires should be filed in alphabetical order by occupation so that you can use them whenever you want to.

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Module VII:

WORKING MORE EFFICIENTLY AND EFFECTIVELY

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OVERVIEW OF THE WORKING MORE EFFICIENTLY AND EFFECTIVELY MODULE

Purpose: The purpose of this module is to help students develop an understanding of the places of effectiveness and efficiency in their own lives and to help them learn to accomplish things in a more effective and efficient manner. Specifically, it intends to help students to develop an understanding of some of the positive and negative consequences of efficiency, to learn about various factors which contribute to increased effectiveness and efficiency, to improve their study habits, to enhance their listening effectiveness, to increase their ability to work effectively with others, and to develop an understanding of the importance of effective job performance.

Goals: The main goals of this Working More Efficiently and Effectively Module are:

1. To help students develop an understanding of some of the negative and positive consequences of efficiency and a lack of efficiency.
2. To help students develop an understanding of various factors that contribute to working more effectively and efficiently.
3. To help students start thinking about what they want to do more effectively and efficiently and to help them increase their efficiency and effectiveness in these areas.
4. To help students develop more efficient and effective study habits.
5. To help students learn to listen more effectively.
6. To help students learn to work more effectively in groups.
7. To help students develop an understanding of the importance of effective job performance.

Objectives: Specific behaviors which students should acquire as a result of participating in the Working More Efficiently and Effectively Module are:

1. Students will be able to discuss some negative and positive consequences of efficiency and a lack of efficiency.

2. Students will be able to identify a variety of factors which facilitate working more efficiently and effectively.

3. Students will be able to determine what things they want to do more effectively and efficiently and will be able to define ways to increase their effectiveness and efficiency.

4. Students will evaluate their study habits and will be able to improve their less effective study habits.

5. Students will develop an understanding of the importance of effective listening and will improve their listening effectiveness.

6. Students will be able to describe behaviors that facilitate group effectiveness and behaviors that hinder effective group functioning.

7. Students will demonstrate increased effectiveness in working in groups.

8. Students will be able to describe the importance of effective job performance in a variety of occupations and they will be able to identify the consequences that can result if people do not perform their jobs effectively and efficiently.

Module Sessions

The Working More Efficiently and Effectively Module consists of six sessions. The first, second, fifth and sixth sessions are designed to be completed within a class period. The fourth session requires two class periods for completion and the third session takes three class periods to complete if students engage in all the activities provided.

Session 1 - "Introduction to Working More Effectively and Efficiently" - In this session students are helped to increase their understanding of efficiency and effectiveness by exploring the results of extreme efficiency and of extreme lack of efficiency. They do this by exploring two imaginary societies and by participating in a series of mini-debates about some of the positive and negative effects of increased efficiency and advanced technology in our society.

Session 2 - "Factors Which Contribute to Working More Efficiently and Effectively" - Through the use of a game students explore a variety of factors which contribute to working more effectively and efficiently and a variety of factors which hinder this process. After the game is completed, groups develop generalizations they can draw from the experience.

Session 3 - "Developing More Effective and Efficient Study Habits" - Students are helped to explore good study habits, evaluate their own study practices and define ways to increase their studying effectiveness. This is done through group discussion, role playing, filling out a study habits questionnaire and using a goal setting procedure.

Session 4 - "Listening More Effectively" - Students are helped to realize that we greatly underutilize our listening capacities. They are encouraged to explore reasons why good listening is necessary and beneficial. Then students participate in a series of group activities and discussions designed to help increase listening effectiveness.

Session 5 - "Working More Effectively in Groups" - Students explore various dimensions of effective group functioning by performing two group problem-solving tasks. In the first problem-solving session, each student is assigned the role of an ineffective group participant;

in the second session, each student is assigned the role of an effective participant. With the help of an observer they discuss the differences between the two sessions, specifically focusing on what behaviors hinder positive group functioning and what behaviors facilitate it.

Session 6 - "The Importance of Effective Job Performance" - Students explore the importance of doing things effectively and efficiently in the world of work and examine the consequences that could result if people in various occupations performed their duties ineffectively. They accomplish this through a team activity and then discuss how their own skills, abilities, and personal attributes could contribute to their working effectively in an occupational area of interest to them.

Session I
INTRODUCTION TO WORKING MORE EFFECTIVELY AND EFFICIENTLY

For a moment, let's pretend this is 4000 A.D. and you've just opened a history book to read about cultures that existed around the year 2550. Upon opening this book, you read the following account of how two entirely different societies managed to destroy themselves because of their unique problems and difficulties.

"Once there was a group of people who lived in the land of 'Efficia,' and one of the major characteristics of this society was that everything was done in the most efficient way possible. The leader of 'Efficia' had a complete and thorough knowledge of the skills, strengths, abilities, and weaknesses of all the inhabitants; and individuals were assigned to particular jobs on the basis of what they could do best. No one had any choice regarding the type of work he would do; for when these roles were assigned, the only consideration was how the person's capabilities could best be used. No consideration whatsoever was given to the degree of satisfaction that people might or might not receive from their work. Since such a high premium was placed on efficiency, young children who did not seem to have the qualities needed to function effectively in this society were forever banished from the country. Similarly, those who seemed to be too creative, too artistic, too individualistic, or too rebellious against the established social structures were also forced to leave and were never allowed to return.

"Another outstanding feature of this society was that machines did a major portion of the work. Consequently, people's jobs revolved primarily around developing the necessary machinery, keeping the machines operating, and repairing them when necessary. Furthermore, education was geared toward preparing people to work with this advanced technology; and thus very little else was studied in the schools. This extremely efficient technology pervaded every aspect of the people's lives, and the advances that were made were quite phenomenal. For example, jet planes were developed that could travel 5,000 miles an hour; but the fumes they emitted in the atmosphere caused most species of birds to die and covered the sky with a blanket of smoke which rarely permitted the sun to peep through. In addition, cars could be driven automatically. All a person had to do was indicate to the control center what the desired destination was, and the car would speedily take him there. Furthermore, homes were almost completely automated and people could press various buttons to accomplish things like preparing entire meals or cleaning the house. Due to the fact that people exerted so little physical energy in 'Efficia,' individuals were much smaller than those of us who live in the 20th century. They had very small arms and legs, and muscles were almost non-existent.

"Actually, life in 'Efficia' was quite dull and unexciting; for although people had a lot of free time because of the extremely efficient technology that took care of most of their concerns, people seemed to have lost the ability to enjoy themselves in a free and easy fashion. They had almost no appreciation whatsoever of art, music, literature, or sports, and similarly, paid very little attention to the many wonders of nature. In addition, people thought so much about efficiency that the relationships they had with others were quite cold and businesslike; and people were really not too important to one another. The majority of inhabitants strongly agreed that efficiency should be the prime concern in spite of these circumstances and believed that other things in life were just very insignificant.

"A very small minority of individuals, however, were very dissatisfied with this type of society and secretly feared what the results of it would be. In fact, the theme song they developed was as follows:

In the year 2525, if man is still alive,
If woman can survive, they may find:

In the year 3535 ain't gonna need to tell the truth,
Tell no lies; everything you think, do and say,
Is in the pill you took today.

In the year 4545 ain't gonna need your teeth,
Won't need your eyes; you won't find a thing to chew;
Nobody's gonna look at you.

In the year 5555 your arms are hanging
Limp at your side, your legs got nothing to do;
Some machine is doing that for you.

In the year 9595 I'm kind of wondering if
Man is gonna be alive. He's taken everything this
Old earth can give, and he ain't put back nothing.

Now it's been 10,000 years. Man has cried a billion tears
For what he never knew. Now man's reign is through.
But through eternal night, the twinkling of star light
So very far away; maybe it's only yesterday.

In the year 2525. . .

"This small group's fear turned out to be well founded, for the society eventually destroyed itself. There was a massive power failure that caused all the technology to collapse and people had to fall back on their own resources. Unfortunately, under such conditions, they were unable to survive.

"During this same time in history, there was another group of people who lived in the land of 'Inefficia,' and there was little resemblance between the people who lived here and the inhabitants of 'Efficia.' When the society was originally founded, the prime concerns were pleasure, fun, and good times; and people believed that all other things were secondary to those goals. Inhabitants of 'Inefficia' felt that it was impossible to achieve any satisfaction through engaging in work or any other serious activities and thus believed that they should work only when it was absolutely essential. In line with this way of thinking, people gave very little thought to developing a society that could function in an effective and efficient manner, and they had no interest whatsoever in working together in order to plan and organize things. Instead, all individuals felt that they should do merely whatever work was absolutely necessary for their own survival and figured that they could spend the rest of their time free from responsibilities, trying to find pleasure and enjoyment in whatever ways they could.

"Although they originally thought that their ideas were sure to bring them pleasure and happiness, they were quite incorrect in their judgment; for their total lack of concern for doing things in an efficient and effective manner proved to have many unfortunate consequences. First of all, since people had to do everything for themselves, they found they were greatly overworked and had very little time for the fun, freedom, and enjoyment they craved so much. Thus, people had to build their own homes, make their own clothes, and grow their own food; and they had to do all these things with almost no help from machines or advanced technology. In addition, they had to learn many different skills, and this took up a great deal of time. To their despair, people found themselves engaged in extremely difficult work and had very little time left to do anything else.

"Despite all these difficulties, people thought that if they tried to do their work as quickly as possible, they would have more time for themselves. Thus, in their rush to get things done, they often built houses that were extremely flimsy, that would not keep them sufficiently warm during the winter, and would often fall apart in stormy weather, etc. Consequently, they often had to duplicate their efforts and rebuild things again and again, and this took up even more time and energy. Furthermore, since things were never planned or organized in any fashion and since people never gave any thought to the future, they were left totally unprepared to handle any emergency or crisis situation. Thus, many individuals died when floods wiped out their crops and homes, but much of this could have been prevented if the society had sought to develop means of flood control. In addition, many died when epidemics struck since they had very little knowledge of medicine; and numerous others perished when fires broke out since they had only the most inefficient means of fighting them.

"Needless to say, this group of people did not survive for very long."

The above accounts seem to demonstrate that too great an emphasis on efficiency can have as many negative effects as a total lack of concern for efficiency. Thus, either extreme position can present problems. In this unit you will have the opportunity to examine how important efficiency and effectiveness are to you. You will also have the opportunity to explore ways to increase your efficiency and effectiveness in areas of your life in which you feel it might be helpful to do so.

To begin this unit, please break up in groups of six to examine the effects of both extreme efficiency and total lack of efficiency that resulted in 'Efficia' and 'Inefficia.' Each group should try to think of as many effects as possible and these should be recorded on Worksheet I-A. When this task is completed, discuss how you think you would feel about living in each of these societies.

Now that you've spent a little time thinking about these two imaginary societies, return to the twentieth century and look at what effects doing things efficiently can have on our lives today. As was the case in 'Efficia' and 'Inefficia,' an extreme emphasis on efficiency as well as a complete lack of efficiency can present a wide variety of problems and difficulties for our society, communities and for individuals. For example, our desire to get places as fast as we can has led some countries to develop supersonic jets (jets that travel faster than the speed of sound); and although such planes have reduced the amount of time it takes people to get from one place in the world to the next, they also create an extreme amount of noise that is very unpleasant and possibly damaging to our hearing. Or, to look at another example, our advanced technology reduced man's working hours and provided people with much more leisure time; however, it also has reduced, to a certain extent, the amount of work satisfaction that can be achieved from producing certain goods. Thus, a person who made an entire pair of shoes 150 years ago, probably received more personal satisfaction from his work than does the man who stands on an assembly line doing the same task over and over again hundreds of times a day. So you can probably see, doing things more efficiently undoubtedly has many positive effects, but can also have certain negative side-effects.

Below are additional examples which illustrate the idea that increased efficiency can create many benefits as well as certain problems, and we'd like you to consider some of the advantages and disadvantages of these different examples. To do this exercise, each group of six students should choose four of the examples presented below. Then each group should divide in half and one sub-group should try to think of as many advantages or positive effects of four examples and the other sub-group should try to think of as many disadvantages or negative effects of these same four examples. Then the two sub-groups should present their arguments to each other in the form of a debate.

The examples to consider are as follows:

1. The invention of the automobile
2. The use of computers
3. The development of big apartment complexes that house many people
4. The use of nuclear energy
5. A person planning every minute of his day to make sure that he gets everything accomplished

Worksheet I-A

'Efficia'	'Inefficia'

Session II

FACTORS WHICH CONTRIBUTE TO WORKING MORE EFFECTIVELY AND EFFICIENTLY

In exploring some of the negative and positive consequences of efficiency, you probably discovered that too great an emphasis on efficiency can undoubtedly be damaging in many respects, while too little efficiency can also create various problems and difficulties. Therefore it is important to find some balance regarding the place of efficiency in your own life. To do so, it would be helpful to think about what particular things you feel you want to do more effectively and efficiently, and then try to increase your efficiency and effectiveness in these specific areas. Thus, you might ask yourself the following questions:

1. Can increased efficiency and effectiveness help me achieve any goals that I have?
2. Precisely what do I want to be able to do more efficiently and effectively?
3. What will help me increase my efficiency and effectiveness in these specified areas?

To help you start thinking about these considerations, we'd like you to devote approximately twenty minutes to playing a game that focuses on (1) different outcomes that can result from how effectively or ineffectively a person acts, and (2) what factors contribute to doing things more effectively and efficiently and what factors hinder this process. Instructions for this activity are presented below.

INSTRUCTIONS

Object of the game

In this game you will be presented with a series of situations, some of which were handled quite effectively and others which were dealt with in a somewhat ineffective manner. On the game sheets are descriptions of the outcomes of these situations, and the object of the game is to try to match each situation with its probable outcomes.

Number of Players

This game is to be played by groups of four people.

Materials

The following materials are needed for each group:

(a) Four game sheets marked A, B, C, and D

(b) A set of twenty-two index cards with each card containing a brief description of a certain situation

(c) A scoring key (to be distributed when students are ready to compute their scores)

Directions

1. Each of the four players should receive one game sheet.

2. The index cards, containing 22 situations, should be shuffled and put face down so that the writing on them cannot be seen.

3. One person in the group should pick a card and read aloud the letter and the situation described. Then each of the four group members should go through his or her game sheet to see if he or she has an outcome on the sheet that seems to match the situation. If the players think the probable outcome is listed on their game sheets, they should enter the letter of the situation in the space provided on the sheet. For example, if card E were picked, the following would be read to the group: "Card E - 'A week ago you were given notice that there will be an exam in your English class. Although you have a lot to study, you do not begin until 10:30 p.m. the night before the exam.'" Each student then would determine if the probable outcome of this situation is listed on his or her game sheet, and if he or she thinks it is, he or she would then enter the letter E in the appropriate box on his or her sheet. (The correct answer for this situation is: "You are forced to stay up late and the next day you feel very tired. Thus you do not do as well as you had hoped.")

4. Each of the players in the group should take turns reading one of the situations on the cards. As each situation is read, players should check to see if their sheet contains the probable outcome. If so, they should enter the letter in the appropriate place.

5. This process should be repeated until all of the 22 cards are used up. When a player has matched all his or her outcomes with a situation, he or she should announce to the group that his or her sheet is completed.

6. After all the cards are used, each student should compute his or her score.

Scoring Procedure

A. The following points are given players for completing their game sheets (matching all the outcomes with a situation):

10 points - first player to complete game sheet
8 points - second player to complete game sheet
6 points - third player to complete game sheet
3 points - fourth player to complete game sheet

B. Eight points are given for correctly matching each situation and outcome. An answer key is provided and the players should check the answer key to determine if the outcomes and situations are correctly matched.

C. Each player should add or subtract the number of points designated for each of the squares on his or her game sheet from his or her total score.

After playing the game and figuring out your scores, we'd like you to take another look at the situations and their outcomes. As you may have noticed when computing your scores, for each of the outcomes listed on your game sheets, you had to either add or subtract a certain number of points. Points were added when the situation was handled effectively and resulted in a positive outcome, and points were subtracted when the situation was dealt with somewhat ineffectively and thus had a negative outcome.

Now go through each situation and its matched outcome to see what they seem to tell you about various factors which may contribute to doing things effectively and efficiently. For example, the first situation and its matched outcome are as follows:

Situation

"You have just graduated from high school and have a few months to find a job, since your parents are willing to support you until September. You take the first job that comes along, however, even though you seem to have very little interest in it."

Outcome

"Since you are bored with the job and receive little satisfaction from it, you do not perform as well as you could. Subtract three points."

From the above you might draw the generalization that factors such as liking what you do, having an interest in your work, and receiving a sense of satisfaction from your work can increase your effectiveness. As a group, go through the rest of the situations and matched outcomes to see what other generalizations you can develop. Make a list of them, and after this is completed, compare your ideas with the list entitled, "Factors which Contribute to Working More Effectively and Efficiently."

Now that you have spent some time exploring the different outcomes that can result from how effectively or ineffectively a person acts and considering what factors contribute to doing things more effectively and efficiently, we'd like you to spend the next few minutes thinking about what things you might want to do more effectively and efficiently. Jot down any ideas you may have and then discuss with other group members how your effectiveness can be increased.

SITUATIONS ON INDEX CARDS

A. You are part of a group of four people working together to solve a problem. Rather than trying to cooperate with one another, everyone insists on doing things his/her own way.

B. You have a project to complete at work and you feel a bit discouraged because it is taking a long time to do and is somewhat difficult. However, lately you began setting goals each day about what you hoped to accomplish and started keeping track of how much progress you have been making.

C. You have to do an experiment and write up the results for your biology class, and you think it should take about six hours to complete. You set aside a Sunday afternoon and early evening to do it and figure that if you finish earlier than you expected, you will have some free time to do something else.

D. You realize that you have a lot of things to do tomorrow and you are concerned that you may not be able to get everything done. Therefore you determine what are the most important things you have to accomplish and you plan on doing these first.

E. You are very concerned about planning and organizing your time because you don't want to waste a minute. Therefore you set up a very rigid schedule and are determined to stick with it under all circumstances.

F. You find you are a bit absent-minded and sometimes forget to do certain things. Recently, however, you have developed the habit of writing little reminders to yourself.

G. Your Speech and Drama class is putting on a play, and everyone is required to take part in some aspect of the production. At first you are upset about this because you dislike acting and feel that you have very little ability for it. You are quite artistic and very interested in art. After thinking the matter over, you volunteer to make the scenery.

H. You are a high school student and you do your assignments in a room that is adequately lit, is not too hot or too cold, and is quiet enough for you to concentrate.

I. You have just graduated from high school and have a few months to find a job since your parents are willing to support you until September. You take the first job that comes along, even though you seem to have very little interest in it.

J. You work at a job and your supervisor has given you some suggestions on how to go about solving certain problems. You feel that there might be better ways to tackle the problems, but you do not offer your ideas and just do what you are told.

K. You have recently volunteered to spend two hours a week to help clean up a river in your town. You feel this is a worthwhile project because people may not be able to swim in the river if it is not cleaned up soon.

L. You work as an accountant and have a lot of paper work to do. Rather than filing things away after you are finished with a particular task, you let all the paper accumulate on your desk until the end of the day.

M. Your friend comes to you with a problem that is bothering him or her. In an effort to help this friend, you listen as carefully as possible to what he or she tells you.

N. You are working on a problem with some classmates at school. Each person tries to contribute as many creative ideas as possible.

O. You undertake a task that you do not have sufficient training for, and you make no effort to learn the necessary skills. You figure that you can probably get by in one fashion or another, or maybe luck will be with you.

P. A week ago you were given notice that there would be an exam in your English class. Although you have a lot to study, you do not begin until 10:30 p.m. the night before the exam.

Q. You are listening to a lecture in a driver education course. However, you strongly feel that it's more fun to drive than listen to what the instructor says; so you pass the time by writing a letter to a friend you haven't seen for several months.

R. You started on a new job several days ago. Your boss has given you instructions about what your duties are, but you really don't understand much of what he has said. You just remain silent and figure that maybe you'll be able to figure things out.

S. You are in the process of fixing your car and you try to do the work as carefully as possible; and after you are finished you check everything over to make sure no mistakes were made.

T. On your job you work very closely with several other people. Although you sometimes have your differences of opinion, you all try to get along with one another and attempt to settle your differences openly.

U. You have just received a promotion at work, and your supervisor explains what your new role will be. There are some things you do not understand, and therefore you make sure to ask all the necessary questions.

V. You have a homework assignment that involves quite a bit of thinking. You do it in the living room where the T.V. is playing and members of your family are talking.

Outcomes on Game Sheets (for facilitator)

1. You become bored with the job and receive little satisfaction from it. Therefore, you do not perform as well as you could. Subtract three points.

2. You have ample time to do your assignment and even have some time left over to visit a friend that evening. Add four points.

3. Since you feel committed to helping reduce environmental problems and feel there is meaning and purpose in what you are doing, this contributes to your desire to work as effectively as you can on this project. Add five points.

4. You are forced to stay up late and the next day you feel very tired. Thus, you do not do as well as you had hoped. Subtract three points.

5. There is a lot of tension and arguing within the group and the problem never gets solved. Subtract three points.

6. Since you failed to ask questions when you didn't understand things, you're unsure about what to do and make a lot of mistakes. Subtract two points.

7. Since there are a lot of distractions in the room, your mind is only partially on your assignment and you cannot concentrate very well. Subtract three points.

8. A lot of things get misplaced and buried in the mess. Often you can not find things when you need them and this is very irritating. Subtract two points.

9. Since you do not have sufficient skills to perform the task, you are unable to do it well. Subtract three points.

10. You find that this helps you remember things, and therefore you now rarely overlook doing what you intend to do. Add four points.

11. Since you are able to accomplish specific goals each day and see some progress in your work, this helps you do a better job on the project.

12. Since you devised a plan to do the most important things first, you found you were able to get these things accomplished on time. Add five points.

13. Several days later you are taking a driving lesson and a policeman gives you a ticket because you failed to stop behind a school bus when children were getting off. This was one of the points mentioned in class, but you missed it since you were occupied with other things. Subtract three points.

14. Since there is an atmosphere of cooperation among the employees, this increases your job satisfaction and also contributes to the quality of the work produced. Add four points.

15. Since you desire to follow such a tight schedule, you find you have very little time to relax, do unexpected things that arise, or just spend time doing whatever you desire. Subtract two points.

16. You were able to contribute to the production and enjoyed your job since you were interested in it and felt confident in your ability to do it well. Add five points.

17. Since you ask to have things clarified when you don't understand them, you find that this greatly helps you learn your new duties. Add four points.

18. Since you did not offer your ideas about looking at new ways the problems can be attacked, you do not develop the most effective solutions. Subtract two points.

19. Since you do your school work in a room that is conducive to studying, this helps you work more efficiently and effectively. Add five points.

20. Although you are not able to solve the problem, the other person does feel better, for he feels he has been listened to in an understanding way. Add four points.

21. Since you did the work accurately and carefully as possible, you were able to correctly repair the difficulty. Add five points.

22. Since people are using their imagination and offering good suggestions, you come up with a very effective solution. Add four points.

ANSWER KEY

Situation	Solution
A	5
B	11
C	2
D	12
E	15
F	10
G	16
H	19
I	1
J	18
K	3
L	8
M	20
N	22
O	9
P	4
Q	13
R	6
S	21
T	14
U	17
V	7

3. Since you feel committed to helping reduce the environmental problems and feel there is meaning and purpose in what you are doing, this contributes to your desire to work as effectively as you can on this project. Add four points________

14. Since there is an atmosphere of cooperation among the employees, this increases your job satisfaction and also contributes to the quality of the work produced. Add four points_______

11. Since you are able to accomplish specific goals each day and see some progress in your work, this helps you do a better job a on the project. Add five points________

10. You find that you remember things, and therefore you now rarely overlook doing what you intend to do. Add four points_______

4. You are forced to stay up late and the next day you feel very tired. Thus, you do not do as well as you had hoped. Subtract three ______

9. Since you do not have sufficient skills to perform the task, you are unable to do it well. Subtract three points___

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22. Since people are using their imagination and offering good suggestions, you come up with a very effective solution. Add four points. ________

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12. Since you devised a plan to do the most important things first, you found you were able to get these things accomplished on time. Add five points_____

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1. You become bored with the job and receive little satisfaction from it. Therefore, you do not perform as well as you could. Subtract three points______

21. Since you did the work accurately and carefully as possible, you were able to correctly repair the difficulty. Add five points______

8. A lot of things get misplaced and buried in the mess. Often you cannot find things when you need them, and this is very irritating. Subtract two points____

3. Since you feel committed to helping reduce environmental problems and feel there is meaning and purpose in what you are doing, this contributes to your desire to work as effectively as you can on this project. Add five points_____

2. You have ample time to do your assignment and even have some time left over to visit a friend that evening. Add four points. ________

5. There is a lot of tension and arguing within the group and the problem never gets solved. Subtract three points_____

10. You find that this helps you remember things, and therefore you now rarely overlook doing what you intend to do. Add four points.

18. Since you did not offer your ideas about looking at new ways the problems can be attacked, you do not develop the most effective solutions. Subtract two points ______

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2. You have ample time to do your assignment and even have some time left over to visit a friend that evening. Add four points______

14. Since there is an atmosphere of cooperation among the employees, this increases your job satisfaction and also contributes to the quality of work produced. Add four points_______

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5. There is a lot of tension and arguing within the group, and the problem never gets solved. Subtract three points_____

7. Since there are a lot of distractions in the room, your mind is only partially on your assignment and you cannot concentrate very well. Subtract three points.________

4. You are forced to stay up late and the next day you feel very tired. Thus, you do not do as well as you had hoped. Subtract three points______

11. Since you are able to accomplish specific goals each day and see some progress in your work, this helps you do a better job on the project. Add five points_______.

19. Since you do your school work in a room that is conducive to studying, this helps you work more efficiently and effectively. Add five points____

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20. Although you are not able to solve the problem, the other person does feel better, for he feels he has been listened to in an understanding way. Add four points_______

18. Since you did not offer your ideas about looking at new ways the problems can be attacked, you do not develop the most effective solutions. Subtract two points_____

Factors Which Contribute to Working More Efficiently and Effectively

1. Having an interest in the things you do
2. Having the necessary skills and abilities
3. Feeling committed to what you do
4. Obtaining a feeling of satisfaction from the work
5. Feeling there are good reasons for doing the task (s)
6. Having an adequate understanding of what you have to do and how you will do it
7. Having a sufficient amount of time to complete the work
8. Adequately planning what has to be done
9. Organizing your time satisfactorily
10. Being able to see some progress in your work
11. Listening attentively to others
12. Asking questions when necessary
13. Offering your own ideas and suggestions
14. Using your imagination and creativity
15. Doing things accurately and carefully
16. Cooperating and getting along with others
17. Working under good physical conditions, such as adequate lighting, comfortable room temperature, etc.
18. Having sufficient time to relax
19. Having a minimum of distractions when concentration is necessary
20. Being sufficiently organized

SESSION III - DEVELOPING MORE EFFECTIVE AND EFFICIENT STUDY HABITS

In the last session you explored various factors that contribute to working more effectively and efficiently, and you probably discovered that there are certain conditions that usually increase how effectively and efficiently a person works and certain factors which tend to decrease effectiveness and efficiency. This basic idea also applies to how effectively an individual studies and does his or her school work, and in this session you will have a chance to examine your study habits and try to find ways to improve them. Before looking at how you can improve your study habits, however, it is important to consider what reasons you might have for wanting to study more effectively.

People do things for different reasons and Mike, for example, is interested in improving his study habits because he wants to become an auto mechanic and realizes that he has a lot to learn in order to qualify for the position. He feels that by improving his study habits, learning will be easier, will take less time, and will be more enjoyable and rewarding. Fran also wants to improve her study habits, and she wants to do so because she hopes to obtain good grades so that she will get accepted at a college of her choice. Joyce, on the other hand, really is interested in most of her school subjects. She wants to learn as much as she can and feels that if she can do her school work and outside projects more effectively, it will help her to achieve this goal. And still another example is Phillip who feels he spends a lot of time on his work but accomplishes very little. He believes that if he can learn to study more effectively and efficiently, he will accomplish more and probably have a greater amount of spare time to do other things he wants to do.

Part I

These are just a few examples of why several people want to improve their study habits. Now we would like each of you to take a few minutes to discuss with five other students what reasons you might have for wanting to improve your own study practices. After this is done, you will work with the same group to explore what you believe are good study habits and what you believe are poor study habits. For this part of the session each group of six participants should divide in half, and one subgroup will perform a role play that demonstrates good study habits and the other subgroup will role play a situation that demonstrates poor study habits. Each of the subgroups should take a few minutes to plan its skit and then should present it to the other half of the group. After these skits have been presented, the entire group of six should discuss its ideas about good and bad study habits. Thinking about your own experiences and your own study habits should help you do this.

Part II (another class period)

For the next part of this session each of you should work individually and fill out the "Study Habits Questionnaire" which is designed to help you explore the effectiveness and efficiency of your study habits. The questionnaire contains a series of thirty-five statements, and for each item a four-point scale is provided for indicating whether you always, usually, seldom, or never do as the statement suggests. You are to rate yourself on each statement by putting a check in the space that represents what you are in the habit of doing. It is important to keep in mind that you are asked to rate yourself not in accordance with what you think you should do but in accordance with what you actually are in the habit of doing.

When you have completed the questionnaire, carefully go over your responses. Items that have been checked in the "always" or " usually" columns indicate effective study habits, whereas items checked in the "seldom" or "never" columns indicate a need for some improvement. After reviewing all the responses, record on worksheet III-B the study habits you feel you might like to improve (these can include habits listed on the questionnaire as well as others not listed). Then get together with your group and discuss how these habits might be improved. Record your own suggestions and those given to you by other group members in the appropriate place on worksheet III -B.

After this is done, pick one study habit you would like to improve and enter this on Worksheet III-C. Then with the help of other group members, develop a specific plan for improving this habit and record the plan on the worksheet. Try to carry out this plan for a week, and each of you should meet briefly with the members of your group to report back on what you have been doing to improve this particular study habit and how much progress you feel you are making. This process can be repeated for other study habits at a future date.

Part III

For the final part of this session you will be presented with three activities which focus on the following facets of studying more effectively and efficiently: following directions, concentrating, and organizing your time.

Worksheet III-A

STUDY HABITS QUESTIONNAIRE

	Always	Usually	Seldom	Never
1. I set aside a regular time to study and do my assignments each school day.	____	____	____	____
2. I leave myself sufficient time to study and complete assignments and do not do things at the last minute.	____	____	____	____
3. I avoid cramming for exams.	____	____	____	____
4. I try to keep up with my school work and not fall behind in my lessons.	____	____	____	____
5. I hand my assignments in on time.	____	____	____	____
6. I keep my assignments up to date by doing my work regularly from day to day.	____	____	____	____
7. Before each study period, I set up a goal as to how much material I will cover.	____	____	____	____
8. During my study time I try to "stick with the task" and do not try to find other things to do.	____	____	____	____
9. I study when I'm awake and alert, and not when I'm tired, bored, or sleepy.	____	____	____	____
10. If I study for a long period of time, I take short breaks to refresh myself.	____	____	____	____
11. When I am doing an assignment, I keep my mind on my work and do not day-dream about dates, future plans or other things.	____	____	____	____
12. I do not give up easily when confronted with a difficult task.	____	____	____	____

STUDY HABITS QUESTIONNAIRE (cont.)

	Always	Usually	Seldom	Never
13. I have a special place to study such as a desk in my room, the dining room table after the family has eaten dinner, or the neighborhood library.	____	____	____	____
14. My study place is quiet and free from noisy distractions, such as the T. V. or people talking.	____	____	____	____
15. There is good lighting in my study place.	____	____	____	____
16. My study place is sufficiently comfortable, but not too comfortable so that I will want to relax and not study.	____	____	____	____
17. I keep my study place clear of unnecessary or distracting items.	____	____	____	____
18. My study place is kept neat and orderly.	____	____	____	____
19. When I study I have all the necessary study tools nearby (pens, pencils, ruler, dictionary, etc.).	____	____	____	____
20. I keep my study tools and books in order.	____	____	____	____
21. I try to do my school work as carefully and accurately as possible.	____	____	____	____
22. I take a few minutes to check over my assignments, exams, and other school work before handing them in.	____	____	____	____
23. I have a special place in my notebook for writing down my assignments.	____	____	____	____
24. I keep my notebooks orderly and neat.	____	____	____	____

STUDY HABITS QUESTIONNAIRE (cont.)

	Always	Usually	Seldom	Never
25. When I experience difficulty with my homework, I seek assistance from parents, friends, or older brothers and sisters.	____	____	____	____
26. When I am having difficulty with my school work, I talk over the trouble with a teacher.	____	____	____	____
27. If an assignment is not clear to me, I ask the teacher for a further explanation.	____	____	____	____
28. I listen carefully and attend to what others say.	____	____	____	____
29. I try to carefully read directions for all assignments.	____	____	____	____
30. If I don't understand what someone says, I ask questions.	____	____	____	____
31. If I am interested in a subject I try to learn more about it by reading additional books, talking to others, doing special projects, etc.	____	____	____	____
32. I talk to others about things I learn in school and about new ideas and thoughts I have.	____	____	____	____
33. When reading an assignment, I stop periodically and mentally review the main facts and ideas that have been presented.	____	____	____	____
34. I am able to pick out the most important points of my reading assignments.	____	____	____	____
35. When reading I look up words I do not know the meaning of.	____	____	____	____

Worksheet III-B

Study habits I would like to improve	Suggestions for improving these study habits

Date____________

This week I will try to improve the following study habit: ____________________________

____

____

I will attempt to improve this study habit by doing the following: ____________________________

____

____

____

____

____

____

____

Signature________________

Worksheet III-D

This exercise will focus on exploring how carefully you follow directions. Do this activity individually and then break up into groups of four to discuss what you have done.

1. Read through the entire set of twenty statements before doing anything else.
2. Put your name on the top of the page.
3. Draw a circle in each of the four corners of this page.
4. On the reverse side of this page, do the following problem: Add 35, 67. 28, and 93.
5. Go to another student and ask him or her the first number he or she can think of. Then put that number inside the circle that is on the right hand corner of the page.
6. Stand up for about one minute and then sit down again.
7. For each of the following terms, put down the first word that comes to your mind: animal, flower, color, sky, city.
8. Write on the back of this paper the first line of a song you like.
9. Write down the name of a movie you have recently seen.
10. Draw a triangle around your answer to statement number nine. Then draw a rectangle around the triangle and a circle around the rectangle.
11. Walk to the front of the room and then return to you
12. Count the number of words in sentence seven on this page.
13. If you think you have followed the directions up to this point, call out, "Yes, I have".
14. Walk to the door and then return to your seat.
15. Substitute each letter in the following phrase with numbers listed below and then write the phrase in the number code: "In the farm-house"

    t=3, s=20, f=2, i=7, n=9, r=6, u=17, m=8, a=5, h=7, o=12, e=4.

16. Ask the person closest to you what time it is and put his or her answer in the middle of the page.

17. On the reverse side of this page spell all the words in statement 5 backwards.

18. Fill in the missing numbers in the following sequence:

1, 3, 5, ___, 9, ____, 13, 15, ___, ___, 21, 23, ___, 27, ___
31. ___, ___, ___. ___.

19. Write down the date that it will be twenty years from today.

20. Now that you have finished reading the entire set of twenty statements, do only sentences two, six, seven, and twelve.

Group Discussion

After completing the worksheet III-D, discuss the following questions with other group members:

1. Did you follow the directions accurately or did you needlessly respond to all the twenty statements before reading through the entire page and finding out in statement 20 that you only had to respond to statements 2, 6, 7, and 12?

2. If you responded to all the statements, why do you think you did so?

3. Do you feel you generally follow directions when doing your school work?

4. In what ways do you think failing to follow directions can affect your school work or other things you do?

5. Can you think of how you can improve your ability to follow directions?

6. Although following directions is an extremely important facet of studying and working effectively, can you think of instances in which following directions might not be a wise thing to do?

One of the factors that strongly influences how effectively a person studies or does other activities requiring thinking is how well he or she is able to concentrate on the task being done. In order to examine the effects of concentration on performing an activity effectively, we would like you to do a task--first, when you are confronted with many different distractions, and then, when there is a minimum of distractions to affect your concentration.

Form groups of five students and in each of the groups, four of the students should do the activity described below, while one student should be chosen to help provide the distractions. The task to be done is the following:

> Spend four minutes trying to memorize the poem presented below and then, when the four minutes are up, write down what you can remember.

"Matilda"

Matilda told such dreadful lies
It made one gasp and stretch one's eyes
Her aunt, who from her earliest youth,
Had kept a strict regard for truth,
Attempted to believe Matilda:
The effort very nearly killed her,
And would have done so had not she
Discovered this infirmity.
For once towards the close of day,
Matilda growing tired of play,
And finding she was left alone,
Went tiptoe to the telephone
And summoned the Immediate Aid
Of London's noble Fire-Brigade.
Within an hour the gallant band
Were pouring in on every hand,
From Putney, Hackney Downs and Bow,
With courage high and hearts a-glow
They galloped, roaring through the town,
"Matilda's house is burning down!"

Inspired by British cheers and loud
Proceeding from the frenzied crowd,
They ran their ladders through a score
Of windows on the ballroom floor.
And took peculiar pains to souse
The pictures up and down the house
Until Matilda's aunt succeeded
In showing them they were not needed
And even then she had to pay
To get the men to go away! [1]

---

[1] Poem taken from Parker, Elinor, 100 More Story Poems, New York: Thomas Y. Corwell Company, 1960.

The first time you do this activity, it will be performed under the following conditions:

1. There will be noise in the background such as a radio playing loud music or someone presenting a lecture, etc.
2. You will be interrupted several times by someone asking you questions and you should try to respond to the questions asked.[1]
3. You will have to get up at least twice during the task to do something like sharpen a pencil, obtain necessary materials, get a drink of water, etc.
4. While you are doing the task, think about other things such as how you will spend your weekend.

After having tried to memorize the first part of this poem under the conditions described above, take another four minutes to try to memorize the second part of the poem and then write down what you can remember:

It happened that a few weeks later
Her aunt was off to the theatre
To see that interesting play
The second Mrs. Tanqueray.
She had refused to take her niece
To hear this entertaining piece:
A deprivation just and wise
To punish her for telling lies.
That night a fire did break out--
You should have heard Matilda shout!
You should have heard her scream and bawl,
And throw the window up and call
To people passing in the street--
(the rapidly increasing heat
Encouraging her to obtain
Their confidence)--but all in vain!
For every time she shouted "Fire!"
They only answered, "Little Liar!"
And therefore when her aunt returned
Matilda, and the house, were burned.

---

[1] The individual in each group chosen to be the distractor should interrupt each of the members several times by asking them various questions that do not relate to the task being performed.

The second time you do this memorization task, it will be performed under the following conditions:

1. The room will be quiet.
2. No one will interrupt you.
3. You will stay in your seat the entire time and not get up for anything.
4. You should try as hard as you can to keep your mind on what you are doing instead of daydreaming about something else.

Group Discussion

After performing the task under these two different sets of conditions, discuss with group members the differences between the two times. Consider such questions as:

1. Which time did you find the task easier to do?
2. Which time were you more accurate and able to memorize more?
3. What effect did the distractions have upon you?

Then draw up a list of what things seem to interfere with your concentration when you are studying at home or at school. Share your list with other class members and discuss what you can do to eliminate some of the things that distract you. Use Worksheet III-E.

Worksheet III-E

What distracts me when I study?	How I can eliminate or reduce these distractions

An important aspect of studying effectively is planning and organizing your time so that you will have a sufficient amount of time to study as well as to do other things you want to do. Very often people are not aware of how their time is spent and thus may not be using their time in a way that is most satisfactory to them. Therefore, it might be helpful to discover how your time is actually spent and to do this, keep an accurate record for a period of of several days of all of the things you do during the day. This should help you determine if you are satisfied with the way you are spending your time and if you want to use your time differently or not.

Therefore, for the next few days, fill out the time chart, trying to be as accurate and precise as possible. After keeping a record for three or four days, consider the following questions:

1. Am I satisfied with how I am distributing my time?
2. Do I spend a sufficient amount of time on studying and other school-related activities? If not, how can I make more time for them?
3. Do I waste a lot of time, and if so, can this time be better spent doing other things?
4. Do I have a sufficient amount of time to relax or just do anything else I want?
5. Does my schedule seem to be too routine, and if so, should I leave more time do to unexpected things when I want to do them?

In considering these questions, meet with a few other class members to discuss how your time is spent and if you feel you should make any changes. In addition, it could be helpful to talk with a parent, teacher, counselor or friend about this issue.

Worksheet III-F

TIME CHART

DAY OF THE WEEK:	
8:00 - 9:00	
9:00 - 10:00	
10:00 - 11:00	
11:00 - 12:00	
12:00 - 1:00	
1:00 - 2:00	
2:00 - 3:00	
3:00 - 4:00	
4:00 - 5:00	
5:00 - 6:00	
6:00 - 7:00	
7:00 - 8:00	
8:00 - 9:00	
9:00 - 10:00	
10:00 - 11:00	
11:00 - 12:00	

Session IV

LISTENING MORE EFFECTIVELY

Do you think you're a good listener, using your listening capacity to its fullest? If you can honestly answer yes to this question, then you probably listen more effectively than most people, for people in general do not know how to listen well. Thus, although it may seem that listening is an extremely simple thing to do, in most instances we don't listen as well as we could. In this session you will have a chance to explore your own listening habits and hopefully improve some of them.

To begin this exercise, form groups of four or five students. For a period of about three minutes, no one should speak and you should listen to all the different sounds around you. During this time, make a list of all the sounds you hear and after this time has elapsed, compare your list with other group members. In comparing your lists, you will probably find that not everyone heard exactly the same things and, if this is so, it tells us that some people missed certain sounds.

In the above exercise you were asked to specifically concentrate on everything you heard. During this time you were probably aware of more sounds than you usually are and even with this added concentration you probably did not hear everything around you. This demonstrates that most of us are not aware of all the sounds in our environment.

In one respect, not attending to all the sounds around us all the time can be very useful and helpful. Using your experiences, take a few minutes to see if you can think of some instances where this might be true and discuss with other group members.

In your discussion, you may have come up with the usefulness of blocking out certain noises when you are studying and thus not hearing everything around you. Thus, it is not uncommon to be reading a book in a room with a clock ticking and being totally unaware of its presence. Another example you may come up with is that people living in big cities are constantly being bombarded with a great deal of noise from such things as cars, trains, airplanes, construction machinery, etc., but they often learn to ignore them as they go about their business. Thus, it is possible for someone to live close to the train tracks and not realize that a train is passing by at certain times.

Although at certain times not being aware of all the sounds around you can be a useful thing, in most instances, alert listening is very useful and necessary to all of us. Therefore, before doing the following listening exercises, take a few minutes to discuss with your group reasons why good listening is important to you. After having discussed this within your groups, we'd like you to do the following four activities which focus on increasing listening effectiveness.

Activity I

Form groups of six students. Choose one person in each group to be a "reader" who will read an account of something to the other group members. The reader should see Worksheet IV-A. The rest of you should listen as carefully as you can to what is being read and should not look at the paragraph in advance.

"You are an airplane pilot flying a new jumbo jet between New York and Paris. There are two-hundred-and-twenty people aboard the plane, all with different reasons for being there and all with different points as their final destination. The inside of the airplane is light green, it has a dark green carpet, and it uses indirect lighting which is a fairly new feature of of the airplane. In addition, each of the seats is adjustable, has a fold up tray, and has a call button for summoning a stewardess if she should be needed.

The stewardesses are also dressed in green and are very friendly and helpful to the passengers. During a major part of the flight they are busy preparing and serving dinner, removing dishes, and serving additional drinks and snacks. Although there are many different people on the flight, four of the passengers deserve special mention. One is an old man, ninety years of age, who is taking his first airplane flight. He is quite nervous about it. The second passenger is another man about fifty-five years old who is flying to San Francisco to see his new grandson. He is extremely excited about this and is very anxious to reach his destination. The third is a lady, age 30, and her main concern is her daughter next to her who has never flown before and is quite frightened and has cried through most of the journey. Finally, the fourth passenger to be mentioned is a man aged 35. He is on his way to Japan after winning this free trip by participating in a T.V. quiz program."

After reading this account, the reader should then ask the group the following question:

"What is the age of the pilot?"

In attempting to answer this question, you may find that many people are not able to answer it correctly. However, if someone had carefully listened to everything that was read, he would have learned from the important opening words, "You are an airplane pilot," that each person should give his or her own age as the correct response.

You may have seen from this exercise that it is very easy to miss important points that are made, and for the remainder of this session, we'd like you to practice listening more effectively.

Activity II

For this part of the activity, break up into groups of seven students. Five participants (we'll label them A, B, C, D, and E for purpose of explanation) should be chosen to form their own separate temporary group, another student should be chosen to be the reader (Student F), and the remaining student should be the first listener (student G). After the roles have been decided upon, students A, B, C, D, and E should form their own group in a different part of the room to discuss how they think good listening habits can be developed. During this time, student F should read the passage presented on Worksheet IV-B (or any other short passage from a story, newspaper, magazine, etc.) to student G. After this has been read, student A will be asked to join students F and G and student G will then repeat the story as accurately as he can to student A. Next student B will be asked to join these three students, and student A will now relay the story to student B. Following the same procedure, student B should then tell student C, student C should tell student D, student D should tell student E, and E should tell F. The final version of the story (when E tells F) should be tape-recorded so that it can be compared with the original passage.

Next, the total class should get together, and the instructor should read the original passage, and the tape recordings of the final versions should be played back. Then discuss the following questions:

1. Did the passage change as it passed from student to student?
2. If it did change, what may have been some of the reasons for this?
3. What factors contribute to good listening habits?

One morning in December, 1900, the startling story appeared in the papers throughout the United States that Mars had signaled the earth the night before. The story told how lights had suddenly shined out from the planet, lasted for a minute, and then disappeared. Perhaps, as one imaginative person suggested at the time, the patches of light which appeared at the edge of the Mars globe were great signal fires lit by the Martians to inform earth inhabitants of their existence. Although it would be exciting to believe such an idea, it is generally felt that the patches of light were of another nature; and astronomers think that the so-called signals were caused by very powerful reflections of sunlight on clouds floating in the planet's air.

A related event occurred on August 23, 1924, when there were again reports of signals from the planet -- strange noises on the radio that were heard in London, New York, and Vancouver, and by army and navy engineers. The engineers declared that the sounds were not from static, and they were never scientifically explained. Still another example of an event which raises certain questions is the spotting of so-called "flying saucers." As many of you may be aware, each year there are many reports of unidentified flying objects, and there are some people who strongly believe that these discs are vehicles from other planets. In fact there are some individuals who hold the belief that inhabitants from other planets began communicating with the earth thousands of years ago and then, meeting with no success, discontinued their efforts.

Although there is undoubtedly no proof whatsoever of such a belief, it is beyond question that we have made great progress in space travel and exploration during the past decade. Thus far man has orbited the earth many times, has been to the moon and back, and has sent many unmanned vehicles into outer space. There are endless pssibiiities regarding what man can explore in space, but it will probably take many years until we develop sufficiently advanced technology to take us still further into the universe. For example, while it requires no more than a few days to journey to the moon and a few months to travel to either Venus or Mars, the time required to travel to Pluto, the outermost planet, would be much longer and would require almost half a century. Thus, if such a journey ever were made, the space ship would have to be like a little planet, having all the residential facilities of a small town. If man ever does reach Pluto, which is over three billion miles from the earth, space navigation would have been conquered, and journeys to the stars, man's next step would be comparatively simple. Some scientists figure that the trip out to the nearest fixed star and back would require about half a billion years, since this star is at a distance of four-and-a-third light years - or about twenty-six trillion miles away. Although now this seems like an entirely impossible feat, many of the things we can accomplish today (such as flying in an airplane) seemed equally impossible to people a hundred years ago. We have put men on the moon; next, man may be visiting different planets; and some day he may even go to the stars. It seems quite likely that man will never be satisfied until his whole galaxy has been mapped and charted, and then there will be other galaxies far beyond to excite his imagination and test his scientific knowledge.[1]

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[1] Discussion adapted from Heuer, Kenneth, Men of Other Planets, New York: The Viking Press, 1954.

Activity III

For this activity, form groups of seven students and each of the groups should decide upon a theme around which they will develop an imaginative story. Possible topics might include, "My Trip To Outer Space," "The Sea Monster I Encountered," or "My Night in a Haunted House." After deciding upon a theme, one group member should be chosen to act as a "notetaker" and he or she should jot down the main points of the story as it develops. Then another group member should begin the story by describing an opening incident and the other members of the group should listen as carefully as they can. Then still another group member should continue the story by adding another incident and this procedure should continue until all participants have had a chance to add a part to the tale. When the story is completed, form teams of three students each. Each of the teams will dramatize the story, while the note taker acts as a judge to determine which team seemed to portray the events most accurately.

Activity IV

For the final part of this session you will share some information about yourself with another student, and then your partner will present this information as accurately as possible to several other group members. Break up into groups of six ; then within each group, pairs should be formed. Then one individual in each pair should spend about two or three minutes telling the other person some ideas you have about what you hope to do in the future. The listener should try to listen as attentively as possible and should ask additional questions to help clarify what has been said. Next you should switch roles and the second person in the pair should now tell something about his or her future hopes. When this is completed, the total group of eight should meet and each person should tell the group what he learned about his partner. During this process the person being talked about should tell the group if his ideas and thoughts were accurately conveyed.

SESSION V
WORKING EFFECTIVELY IN GROUPS

During the last several sessions you have been exploring various aspects of working more effectively and efficiently. For today's activity you will continue this exploration and will focus on working more effectively with others. Specifically, you will have the opportunity to look at what behaviors and attitudes on the part of participants seem to contribute to a group's ability to complete a task.

Being able to work effectively with others is extremely important, for all of us experience situations in which we must cooperate with other people. For example, if you took a couple of minutes, you could probably describe many different situations in which you've recently worked with a group of other individuals. Just to mention a few, these might include activities such as doing something with your family, making plans with several friends, working on a project with others at school, or participating in team sports. Thus, we can readily see that "no man (or woman) is an island."

Instructions for Group Problem Solving Experience

Overall Procedure

You will be involved in two group problem solving experiences. In both of these sessions each of you will have a specific role to follow. This role will be given to you by your instructor. You will know only what your role is to be during the session and should not know the role of group members until the problem solving session is completed. Therefore, do not tell anyone else about your role, but simply try to act the part that has been assigned to you.

Number of Participants

Each group should consist of six participants and one observer.

Time Required

The first problem-solving session should last approximately ten minutes, and the second problem-solving session approximately twenty minutes.

Group Problem

You are to devise a plan for a school that would be "ideal" for students.

Discussion Procedure

After each of the problem solving sessions is completed, the group should try to guess each person's role and the behaviors portrayed. Each person should then share his or her role description with the group. Next the observer should offer his or her comments on what was observed, using the group observation form as a guideline. Then, all the participants should discuss how effectively they felt the group functioned and should focus on the following questions:

1. How did you feel about the roles played by different people?
2. In what ways did participants help or hinder the progress of the group?

For the final part of this activity, we would like each group to develop a list of behaviors that hinder groups in working effectively and a list of behaviors that help groups work effectively. Try to brainstorm as many different ideas as you can, and each group member should write these different behaviors on worksheet V-B and V-C.

Roles for Problem Solving Session I

Note to Teacher or Counselor

Each student should receive a copy of one of the following roles. Students should be instructed to act the role as accurately as possible. Discussion about individual roles should take place before the problem solving session begins, and the only participant whose role should be identified is the observer.

Role I- Chairman

You are the chairman and should present the problem to the group and attempt to get the activity started. As chairman you are very bossy. Give orders to everyone and expect them to follow what you say without questioning.

Role II -

You want to become the group leader. You are sure you could be doing a better and more effective job than the assigned chairman. Thus you do everything you can to try and get the leadership position.

Role III -

You have very little hope that the group will finish the task that it has been assigned. Therefore, you do as little as you can, try to make jokes to get a laugh, and often attempt to change the topic of discussion, etc.

Role IV -

You try to do the task as best you can and follow whatever instructions are given to you. You are very quiet, however, and do not offer your ideas or thoughts unless someone specifically invites your comments and asks for your suggestions.

Role V -

You feel that you have all the answers and feel there's really no point in letting other people spend much time presenting their ideas. Thus you often interrupt others and try to impose your ideas and views on them.

Role VI -

Your main concern is that the task is completed as quickly as possible. Thus you try to rush things along as much as you can and are not too concerned about how effectively the problem gets solved.

Role VII - Observer

You are not to participate in the group problem solving experience and instead should act as an observer. Using the Group Observation Form, watch how the group functions, and later on you will have the opportunity to comment on what you saw.[1]

---

[1] Roles adapted from Alschuler, Alfred, Diane Tabor, and James McIntyre, Teaching Achivement Motivation, Middletown, Conn: Education Ventures, Inc., 1971

Roles for Problem Solving Session II

Note to Teacher or Counselor

One student in the group should receive a copy of Role I (chairman), five students should receive a copy of Role II, and one student should receive a copy of Role III (observer). As was in the case in problem solving session I, students should be instructed to enact their role as accurately as possible. No discussion should take place beforehand regarding the roles of other individuals, and the only participant whose role should be identified is the observer.

Role I - Chairman

You are the chairman and should clearly present the problem to the group and attempt to get the activity started. Try to make sure that everyone understands the task to be accomplished, and then give people the opportunity to decide how they can best attack the problem. Make sure that people have the opportunity to offer their suggestions and ideas and attempt to help the group run in a smooth fashion.

Role II

You are one of the participants of this group and you should try your best to cooperate with others in the group to make sure that the task gets accomplished and the people work together harmoniously. Thus, you offer suggestions and ideas when you have them, do your share of the work, listen carefully to what others have to say, and generally try to be as helpful and cooperative as possible.

Role III - Observer

You are not to participate in the group problem solving experience and instead should act as an observer. Using the Group Observation Form, watch how the group functions, and later on you will have the opportunity to comment on what you saw.

Group Observation Form

As you watch the group at work, try to look for the following behaviors. You can jot down examples if you feel it will be helpful to do so.

1. Providing helpful suggestions
2. Cooperating and working together harmoniously
3. Sticking to the task
4. Offering ideas and suggestions
5. Considering the ideas and suggestions of others
6. Listening to others in an understanding way
7. Asking questions when necessary
8. Joking and trying to be humorous
9. Acting aggressively
10. Dominating the group

11. Competing to outdo others

12. Acting overly anxious to finish the task

13. Interrupting others

14. Thinking one's own ideas are the best

15. Getting off the subject

Actions and Behaviors that Hinder Groups in Working Effectively

Worksheet V-C

Actions and Behaviors that Help Groups Work Effectively

Session VI

THE IMPORTANCE OF EFFECTIVE JOB PERFORMANCE

Throughout the last several sessions you have been exploring various dimensions of working more effectively and efficiently. Today in this final session you will have the opportunity to consider the importance of doing things effectively and efficiently in the world of work. In other words, you will have a chance to look at a variety of occupations and consider what a person in each of these fields must do in order to perform his or her work in an efficient and effective manner. In addition, you will also consider what could result if the person failed to carry out his or her duties effectively.

Using a pharmacist as an example, the following are some of the things he has to do effectively.

1. Reading prescriptions accurately and carefully preparing prescriptions.
2. Putting in the correct quantities of chemicals when preparing prescriptions.
3. Putting the correct directions on the bottle of medicine.
4. Keeping up with the development of new drugs and learning as much as possible about them.
5. Being aware of the effects and possible side effects of various drugs.
6. Listening carefully to people's questions and doctor's instructions.
7. Responding to people's questions and giving them the best possible answers.
8. Keeping organized and accurate records.
9. Storing drugs in proper places, such as placing them under refrigeration, in dark places, etc.
10. Keeping track of his stock and ordering items when necessary.

Some of the consequences that could result if the pharmacist failed to do his work effectively and efficiently are:

1. By filling a prescription incorrectly, serious consequences could result, such as increased illness or even death.
2. Putting incorrect directions on a prescription could result in an overdose of drugs or taking an insufficient amount of a needed medicine.
3. By failing to keep records organized, people's prescriptions could get lost.
4. By not listening carefully to doctor's instructions, mistakes could be made in filling prescriptions.
5. By not keeping up with the development of new drugs and their effects, individuals could be advised incorrectly about various non-prescription medicines.
6. By not reading the directions carefully, non-refillable prescriptions might get refilled.
7. By not being responsive to people's questions, individuals might not obtain the necessary information or advice they need.

Divide into groups of four students. For each occupation, each group will have three minutes to think of as many ideas as it can regarding what a person in this occupation has to do effectively and efficiently in order to perform the work successfully. Then each group will have three additional minutes to think of as many consequences as it can regarding what could result if a person in the given occupation failed to do his work in an effective manner. One person in the group should keep a record of the ideas presented on Worksheet VI-A.

After the eight occupations have been considered, the recorder of each group should count the items listed for each of the occupations and this score should be recorded. Then team up with another group to compare scores and discuss your responses. Occupations to be used include the following:*

1. Airline Pilot
2. Secretary
3. Doctor
4. Auto Mechanic
5. Librarian
6. Dental Technician
7. Farmer
8. Postal Office Clerk
9. Teacher

*Different occupations can be substituted if desired.

For the final part of this activity, each of you should think of an occupational area that is of interest to you. For this occupation, work individually and repeat the procedure that was used in the first part of the session. Then put down what strengths, abilities, skills and personal characteristics you feel you have that would contribute to your doing this work effectively. Meet with your group again to share responses.

Worksheet VI-A

Name of Occupation ______________________________

What the worker has to do effectively and efficiently

Consequences that could result if the job was not performed effectively and efficiently

CHAPTER IV

COMPREHENSIVE FIELD TESTING OF CAREER MODULES

The developers felt that the career development modules needed more extensive field testing in a large school system with a diversified population. A greater sample could provide the necessary data to establish a greater degree of credibility in terms of effect of the career modules upon student behavior.

A school system which fit these characteristics was the Saginaw Public Schools, which include four junior high schools and three senior high schools, with students from diverse cultural, economic and social backgrounds. The Saginaw School System had also indicated interest in furthering career development for their students by employing five career specialists to strengthen this part of the program. It was at the ERIC/CAPS presentation at the Michigan Personnel and Guidance Association Convention in Detroit that the Saginaw career specialists and their director first became interested in the career modules under development by the ERIC/CAPS research team.

Extensive training, design and testing of the modules, use of the modules, and analysis of results followed this initial exposure of the career development modules at the Detroit convention.

Extensive Training

Extensive effort was devoted to training the career development specialists at the Saginaw Public Schools. A series of workshops was held to familiarize the career specialists with the rationale for module development and the organization and sequencing of each module within the entire career development system. The major focus was upon (1) skill development in becoming an effective helper in career development and (2) experiencing the sessions as students would in the schools.

Skill development in terms of becoming an effective helper in career development emphasized the following:

(1) The facilitator will be most effective when he makes openended, nonjudgmental inquiries of participants.

In other words, the facilitator is committed to growth rather than evaluation. For example, in the Values Exploration and Clarification module, the facilitator should be careful not to judge students' expressed values on a right or wrong basis, nor allow judgment of one student by another in the sessions.

(2) The facilitator who possesses a high degree of empathy will be most effective in helping students to explore self and to explore careers.

It has been stated that empathy is the most critical of all helping dimensions (Rogers, 1967; Truax and Carkhuff, 1967). Empathy here means reflections and other communications whereby the facilitator attempts to extend his understanding of the student and create a feeling of working with the student.

(3) The facilitator will be most effective by dealing with specifics and action orientation in working with students.

In other words, stress is placed upon dealing with all relevant aspects of self and career development in a concrete fashion. This usually means identifying alternatives, looking at advantages and disadvantages, reviewing obstacles, and focusing on alternative courses of action.

The skill training in experiencing the career modules included:

(1) Reviewing each module prior to experiencing the module, including purpose, goals, and objectives.

(2) Experiencing the module from beginning to end.

(3) Identifying any unclear points or areas that might be confusing to students.

(4) A debriefing session for reviewing activities and their relation to goals of modules, suggestions for supplemental material to augment the activities, and other concerns expressed by the participants.

Use of the Modules in the System

The following items provide the framework for the procedures used in the field testing of the career development modules in the Saginaw School District: (1) Instruction in the use of the career development modules, (2) Accountability, and (3) Criteria for observation.

Instruction in the Use of the Career Development Modules

This procedure is based upon a spring conference at the University of Michigan with the Career Development Specialists of the Saginaw School District and the Educational Resources Information Center Staff of the University of Michigan to systematize usage of the career modules on a limited basis during the spring of 1973.

Step One:	Identify one or two teachers within the building who have definite interest in using the career modules in the classroom to help students in the career decision-making process.
Step Two:	Familiarize teacher with modules - Discussion, experience sessions, pre-usage meetings.
Step Three:	Co-lead module in the classroom with the teacher following pre-test by administration. Basic responsibility has to be taken by the career specialist. Teacher co-leads and also has opportunity to experience sessions, which leads to skill in using the modules and in training other facilitators.
Step Four:	As an on-going process with step three, career specialist and teacher work together in observing and recording module effectiveness from pre-set criteria. Notes should be recorded after sessions and time should be allowed for teacher and career consultant to collaborate. Collaboration with and feedback to the University of Michigan staff would be on-going.
Step Five:	At completion of the entire module set, the teacher and career consultant work together in revising and redeveloping career modules for their most effective usage in the fall, 1974. Pre-service and inservice training sessions to be planned.

Accountability

Each career module possesses a built-in pre- post-evaluation to determine whether or not stated module objectives have been met. Therefore, prior to beginning each module, the pre-questionnaire should be completed. The same procedure should be followed after all 6 sessions of the modules have been completed.

In addition to pre- post-evaluations the career specialist and teacher should use the following criteria in recording their observations of the modules. Notes should be taken during or after each of the sessions.

Criteria for Observation

Observation of the following should take place:

(1) Clarity of instructions
  - Do students seem confused?
  - Do they repeatedly ask legitimate questions about the procedure?

(2) Language usage
  - Are some words not clear? (Too academic? Too basic?)

(3) Organization of modules
  - Are sessions organized?
  - Do sessions follow a logical sequence?
  - Are changes in sequence of sessions or of activities within sessions appropriate?

(4) Time involvement
  - Do students need more time for some sessions or activities?
  - Is there any empty time? (need more activities?)

(5) Did you observe strong student interest or disinterest at any point?

(6) Were there any signs of cultural or sex bias?

(7) Were there any problems or difficulties in the administration of pre- post-questionnaires?

(8) Other constructive notes:

Design of Studies

A series of studies was conducted in the Saginaw School District on the effectiveness of the Career Development modules under the supervision of the ERIC/CAPS staff. After receiving training, the five career specialists introduced the modules to several teachers in their school who expressed interest in the career development area.

A total of 280 students at the 9th and 10th grade levels participated in the career development modules. Forty-nine teachers and a number of school administrators were also introduced to the modules. Four studies were organized with the following N's:

The studies used (1) pre- post-tests for each of the modules, (2) a post-questionnaire for each of the modules to elicit reactions from the students about their experiences, and (3) written comments about the experiences from observations by teachers and counselors.

The following are examples of pre-questionnaires used with two modules.

INTRODUCTION TO

VALUE EXPLORATION AND CLARIFICATION MODULE

I. Put a check beside those statements in which the person is both expressing and acting on his/her values (those things which are very important to the person).

_____ 1. Jerry often says that it is very important to have friends. However, when his friends are having problems and need his help, he is usually too busy to talk to them.

_____ 2. Sharon feels that it is important to be honest. One day when she was shopping with a friend, the friend picked up a record and walked out of the store without paying for it. Sharon got very upset and told her friend that she thought what she had done was wrong.

_____ 3. Ken enjoys doing new things. He is very active at school and every year he participates in new activities. His friends get upset with him because he will never stick to one thing for very long.

_____ 4. Ann is white. She feels that friendship should not be influenced by race and has many friends who are black. She has been asked to be on a panel on race relationships for a school assembly but has refused because she gets nervous when she talks in front of a large group.

_____ 5. Jim has always wanted to go to college. He has had good grades throughout high school. About the time he is ready to graduate, his father's business fails and the family's income is reduced. Jim decides that because of this, he will not be able to afford to go to college after all.

II. People work for many different reasons. Ten reasons why work is important to people are:

A. Interest
B. Advancement
C. Reward
D. Prestige
E. Personal Goal
F. Ability
G. Security
H. Social Service
I. Co-Workers
J. Adventure

Here are what ten people say about their work. Put the letter in the blank which best explains why each person is working.

_____ 1. I am really working long hours now. But most people around me who have been willing to work have eventually been promoted to supervisor.

_____ 2. Oh, my job doesn't pay a lot but I just really enjoy every minute I am at work. I guess money isn't everything.

_____ 3. The work is okay, but what is really fun is the people in the office. We bowl on the same team and do lots of things together.

_____ 4. Working in the free health clinic doesn't pay much, but I became a doctor to help people. I feel as if I can do that here.

_____ 5. It's hard work owning your own company, but people seem impressed because I have succeeded. It is worth it when people recognize what you have done.

_____ 6. It gets rather tiring to travel all of the time. I spend lots of time in airports. But at least each day is different, and that makes life interesting.

_____ 7. I've had lots of jobs, but finally I went to art school and then went into commercial art business. It seems so good finally to be doing some work that I'm really good at.

_____ 8. It's a hard job and I work long hours. But after growing up with practically no money, it sure seems good to be able to provide well for my family and myself.

_____ 9. Well, liking your job isn't everything. The union is strong here, and I have seniority. It would be almost impossible to get laid off.

____10. I went into Biology because I think we have to do something about the environment. I really believe that until some ecology problems are solved, nothing else is really important.

III. Check the best reply to the following statements.

I don't know what's wrong with me. I want to get good grades in school but I also like to be with my friends. It seems that every time I am about to sit down to study someone calls or comes over and I get side-tracked.

_____ 1. You'll have to tell your friends you can't see them sometimes.

_____ 2. It must be that school just isn't really that important to you.

_____ 3. Don't worry about it. You'll decide which is most important for you in time.

_____ 4. They're probably both important, but you would be happier if you could decide which should come first.

What is wrong with people? There are a lot of poor people who need help. They have a right to a healthy, happy life. But other people just aren't willing to give up anything to them. Are they selfish or something?

_____ 1. It's not that they don't care. It's just that other things are more important to them.

_____ 2. They probably think that if you don't make it on your own, no one else can really help you.

_____ 3. I agree with you - some people just really don't care.

_____ 4. That's not very fair. Wait until you're earning your own money and see if you want to give it away.

The other night my friend Joe introduced me to his cousin. I hate to admit it, but I just didn't like him. I disagreed with everything he said, and no matter how much I tried I couldn't feel comfortable around him.

_____ 1. You have to learn to like all kinds of people.

_____ 2. Probably different things are important to you than to him so it was hard to understand and accept him.

_____ 3. I know what you mean. I've met him and I don't like him either.

_____ 4. Well, I guess you'll have to work harder to change his mind.

Everytime I try to talk to my parents about what I am going to do after high school, we get into a fight. I think I need some time to see what life is about and I don't want to rush into a job or college.

_____ 1. Keep explaining your position to them. It is very important for you to do what you want to do.

_____ 2. They have had more experience than you have, so maybe you should listen to them more.

_____ 3. Make sure that you are really listening and trying to understand their position and get them to do the same for you. If you do this, you will all be happier in the long run.

_____ 4. It's probably impossible to change their minds. You will have to be strong enough to do what you want even though they don't agree.

IV. From time to time you are faced with decisions which are very hard to make. Please answer the following questions about how you make decisions.

1. Write down one of the most difficult decisions which faces you now. Examples might be: deciding what you will do after high school, breaking up with someone you are going with, or doing something which your family is against. Be sure that the decision is one which you really have to make. (Your answer will be confidential.)

   Decision:

2. List five reasons why it is difficult for you to make this decision. Check the three reasons which are most important to you.

3. What do you think your decision will be?

4. Would you be willing to discuss your decision with other people? Why do you feel the way you do?

5. Do you think that you will follow through and act on your decision? Why or why not?

V. List three things that are very important to you. These should be things that you cannot live without. They do not have to be material things. They can also be such things as the respect of others, freedom to do what you want, etc.

1.

2.

3.

List three occupations in which you have been or are now interested that would enable you to have those things which you have indicated are most important to you.

1.

2.

3.

INTRODUCTION TO GOAL SETTING AND PLANNING FOR ONESELF MODULE

I. People do things for many reasons. Planning and goal setting, for example, have to start from somewhere and usually they relate to one's values. Some values are:

A. Achievement
B. Wisdom
C. Autonomy (Independence)
D. Wealth
E. Power
F. Health
G. Pleasure
H. Religious Faith

The following plans are made by people like yourself. Can you determine the values of each person according to the goals or plans he/she has? Put the letter in the blank which best explains why each person has set that particular goal.

_____ 1. My career plans include going into business where I am my own boss and can do things more on my own.

_____ 2. I have decided that by the time I am thirty-five I will have earned and saved enough to be able to play the stock market and double or triple my money.

_____ 3. You want to know my goal? "To relax and be happy."

_____ 4. I plan for the rest of my life to exercise daily, eat the right foods and keep to a regular schedule.

_____ 5. I want to become the best scientist--to discover a cure for cancer and other diseases and to accomplish a lot in the field.

II. The chance of a goal's being accomplished often depends upon how well and how clearly the goal is stated. Therefore, please rate the following goals according to this scale:

1 - Clearly stated goal, good chance of being accomplished
2 - Not well stated
3 - Poorly stated, little chance of accomplishment

_____ 1. I will study more in the next seven days.

_____ 2. I will try harder.

_____ 3. I will work myself until I drop from exhaustion.

_____ 4. I will read a great amount and will avoid any interruptions from others while I am reading.

_____ 5. I will study to become a lawyer during the next couple of months.

_____ 6. I will study Anthropology two hours a day on Monday, Wednesday, and Friday of this week.

_____ 7. I will either finish up my paper in History on Monday or will work overtime at the shop.

_____ 8. I will start at 8:00 in the morning and without mistakes will type the two-hundred page paper by 12:00 noon.

_____ 9. I will become the best technician in my field.

_____10. I will complete the assignment by reading two chapters in social studies at 1:00 today for Mrs. Anderson.

_____11. I will study my Biology on Sunday afternoon from 2-5 because my parents would like me to get good grades.

_____12. I will clean up my room by 7:00 on Friday evening because I want it to be neat.

_____13, I will either work on the car or sleep at 8:00 on Sunday morning.

_____14. Because of Jerry's unfriendliness on the job I will write a one-page letter at 8:00 this evening to our boss, expressing my feelings.

III. Clearly stated goals meet certain standards or criteria. Read the following (4) goals and circle "yes" or "no" to indicate whether each goal is well-stated. In the space provided give the reason for your answer.

yes no 1. I will work much harder.

Reason:

yes no 2. I will either attend the Community College for two years and obtain an Associate degree in Dental-Hygiene or work for two or three years as a secretary.

Reason:

yes no 3. I will obtain a B grade in the Drafting class by completing all class work and keeping to my one hour schedule T, W, Th, 2-3.

Reason:

yes no 4. I will obtain the highest rating in the stewardess training program and will complete training in one month's time.

Reason:

IV. Everyone has at one time or another made some tentative plans for the future. State as specifically as possible some goals you would like to accomplish in the next six months.

V. Sometimes people have thought of or have made long-range career plans for the future.

1. Can you think of any long-range career goals for yourself 3-5 years from now?

2. Can you list some problems or obstacles that might confront you in attempting to complete your career goal?

3. What steps might you now be taking that would help you accomplish your long-range career goal?

4. Who might be some of the resource people to contact regarding your long-range career goal?

____

____

____

____

The following are examples of post-questionnaires used with two modules.

REACTIONS TO
VALUE EXPLORATION AND CLARIFICATION MODULE

These sessions were intended to help you look at your own values and to decide what is really important to you. Please answer the following statements by checking one of the five blanks: (1) not at all, (2) not very much, (3) about the same, (4) somewhat more, and (5) a lot more. Your answer should indicate what you are doing now compared with what you were doing before you started the sessions.

	Not at all	Not very much	About the same	Somewhat more	A lot more
1) I am now more aware of the various values which people have.	____	____	____	____	____
2) I have a better idea of what my values really are.	____	____	____	____	____
3) I feel more comfortable telling other people what my values are.	____	____	____	____	____
4) When I think something is really important, I am more willing to stand up for it.	____	____	____	____	____
5) I am more certain of which values are most important to me.	____	____	____	____	____

6) I feel more comfortable talking with people whose values are different from mine. _____ _____ _____ _____ _____

7) When I talk with people who are different from me, I am more willing to listen to their position. _____ _____ _____ _____ _____

8) I am more apt to spend time doing things which are really important to me. _____ _____ _____ _____ _____

9) I am more often willing to consider my values when I am making a decision. _____ _____ _____ _____ _____

10) As I think about what I will do after high school, I am more apt to evaluate opportunities in terms of my values. _____ _____ _____ _____ _____

We would be very interested in knowing how you felt about these sessions. Please answer the following questions:

11) Did the sessions help you think about some things which you had never considered before? If so, which things?

12) Were the sessions interesting and fun to do? Which ones did you like best?

13) Did the sessions hold your interest or did you find yourself getting bored with them? If you were bored, why?

14) Have you used the information you learned in the session in your day to day life? If so, could you indicate some of the ways you used it?

REACTIONS TO GOAL SETTING AND PLANNING FOR ONESELF MODULE

	Not at all	Not very much	About the same	Somewhat more	A lot more
1) I am now more aware of how my activities relate to my values.	____	____	____	____	____
2) I have a better idea why I do things - if they're my goals, someone else's, or both.	____	____	____	____	____
3) I understand better why some people do not accomplish their goals.	____	____	____	____	____
4) I can now set more accurate goals according to certain criteria.	____	____	____	____	____
5) I now know the difference between a well-set goal and a poorly-set goal.	____	____	____	____	____
6) I see that it is important to plan.	____	____	____	____	____
7) I am more apt to set goals for myself.	____	____	____	____	____
8) I have a clearer understanding of what is involved in long-range career planning.	____	____	____	____	____
9) I have a better understanding of some career plans I have thought about.	____	____	____	____	____

We would be interested in knowing how you felt about these sessions. Please answer the following questions.

10) Did the sessions help you think about how you spend your time and whether you have consciously set goals before?

11) What sessions were more fun? Describe the activities.

12) Were any sessions boring? Which activities?

13) Indicate possible uses you might make from the information you learned by going through the sessions.

Some general observations and comments obtained from teachers and counselors involved with the career development modules were:

- "Students enjoyed the sessions much more than the regular 9th grade civics class."
- "The modules were a valuable experience for the class."

Results of Module Implementation

As described in the previous section, pre-, post-, and post only data were gathered on the career development modules. At the time of this report, all data have not been thoroughly examined nor analyzed statistically.

The most extensive data was gathered on the Value Exploration and Clarification and Goal Setting and Planning for Oneself modules.

Because of this, those two modules will serve as examples in this report.

Conclusions from results of Value Exploration and Clarification module:

1. After completing the six-hour session, the majority of students were able to identify someone who expresses as well as acts upon his/her values.

2. A high percentage of students was able to state reasons why work is important.

3. Most students at the conclusion of the module were able to tell about critical decisions which faced them and values that conflicted in relation to the decisions.

4. Not all students were able to predict what their eventual decisions would be.

5. Most students felt it important to talk with others about critical decisions.

6. Over 75% of students expressed the fact that they had a "somewhat more" or "a lot better" idea of what their values were after the six-hour module (based upon early sampling of data).

7. Over 75% of the students stated that they were now "a lot more" or "somewhat more" willing to stand up for something considered really important to them (based upon sample from total data).

8. Over 75% of the students stated that they were now willing to listen to others who have positions or values differing from theirs.

9. Over 75% of the students stated that they were now apt to spend time on doing things which were really important to them.

10. Over 75% of the students stated that they were now apt to evaluate future opportunities in terms of their own values.

Examples of reactions follow.

REACTIONS TO VALUE EXPLORATION AND CLARIFICATION MODULE

These sessions were intended to help you look at your own values and to decide what is really important to you. Please answer the following statements by checking one of the five blanks: (1) not at all; (2) not very much; (3) about the same; (4) somewhat more; and (5) a lot more. Your answer should indicate what you are doing now compared to what you were doing before you started the sessions.

	Not at All	Not very Much	About the Same	Somewhat More	A Lot More
1. I am now more aware of the various values which people have.				✓	
2. Have a better idea of what my values really are.				✓	
3. I feel more comfortable telling other people what my values are.					✓
4. When I think something is really important, I am more willing to stand up for it.					✓
5. I am more certain of which values are most important to me.				✓	
6. I feel more comfortable talking with people whose values are different than mine.		✓			
7. When I talk with people who are different than me, I am more willing to listen to their position.				✓	
8. I am more apt to spend time doing things which are really important to me.					✓
9. I am more often willing to consider my values when I am making a decision.				✓	
10. As I thinkabout what I will do after high school, I am more apt to evaluation opportunities in terms of my values				✓	

We would be very interested in knowing how you felt about these sessions. Please answer the following question:

11. Did the sessions help you think about some things which you had never considered before? If so, which things?

12. Were the sessions interesting and fun to do? Which ones did you like best?

13. Did the sessions hold your interest or did you find yourself getting bored with them? If you were bored, why?

14. Have you used the information you learned in the session in your day to day life? If so could you indicate some of the ways you used it?

REACTIONS TO VALUE EXPLORATION AND CLARIFICATION MODULE

These sessions were intended to help you look at your own values and to decide what is really important to you. Please answer the following statements by checking one of the five blanks: (1) not at all; (2) not very much; (3) about the same; (4) somewhat more; and (5) a lot more. Your answer should indicate what you are doing now compared to what you were doing before you started the sessions.

	Not at All	Not very Much	About the Same	Somewhat More	A Lot More
1. I am now more aware of the various values which people have.	____	____	____	____	X
2. Have a better idea of what my values really are.	____	____	____	____	X
3. I feel more comfortable telling other people what my values are.	____	____	____	X	____
4. When I think something is really important, I am more willing to stand up for it.	____	____	____	____	X
5. I am more certain of which values are most important to me.	____	____	____	____	X
6. I feel more comfortable talking with people whose values are different than mine.	____	____	____	X	____
7. When I talk with people who are different than me, I am more willing to listen to their position.	____	____	____	____	X
8. I am more apt to spend time doing things which are really important to me.	____	____	____	____	X
9. I am more often willing to consider my values when I am making a decision.	____	____	____	____	X
10. As I think about what I will do after high school, I am more apt to evaluation opportunities in terms of my values	____	____	____	____	X

REACTIONS TO VALUE EXPLORATION AND CLARIFICATION MODULE-Con't

We would be very interested in knowing how you felt about these sessions. Please answer the following question:

11. Did the sessions help you think about some things which you had never considered before? yes **If so, which things?**

about what I'm going to do after high scho

12. Were the sessions interesting and fun to do? Which ones did you like best? The castle +/or tower buildin

& the fallout shelter

13. Did the sessions hold your interest or did you find yourself getting bored with them? If you were bored, why?

Naw

14. Have you used the information you learned in the session in your day to day life? If so could you indicate some of the ways you used it?

yea about what im going to do Next

Conclusions from the results of the Goal Setting and Planning for Oneself module include: (limited sampling from data)

1. Most students were able to identify values behind the goals people set for themselves following the completion of the module.

2. Most students were able to distinguish between: 1) a clearly-stated goal, 2) a not-well-stated goal, and 3) a poorly-stated goal following the module experiences.

3. Most students were able to identify a clearly-stated goal.

4. Most students were able to state the reasons why a goal is well-stated.

5. Most students were able to state goals for themselves, but few students stated ways in which goals could be measured.

6. Most students were able to identify a long-term career goal and state obstacles in their accomplishment of the goal (75% limited sample).

7. Most students were able to list at least two steps they could take which would help them accomplish their goal.

8. Most students were able to state at least one resource person they could contact who would help them in accomplishing their goal (75% limited sample).

Examples of pre-and post-tests completed by students follow.

INTRODUCTION TO GOAL SETTING

AND PLANNING FOR ONESELF MODULE

I. People do things for many reasons. Planning and goal setting, for example, have to start from somewhere and usually they relate to one's values. Some values are:

A. Achievement	E. Power
B. Wisdom	F. Health
C. Autonony (Independence)	G. Pleasure
D. Wealth	H. Religious Faith

The following plans are made by people like your self. Can you determine the values of each person according to the goals or plans he has? Put the letter in the blank which best explains why each person has set their particular goal.

E 1. My career plans include going into business where I am my own boss and do things more on my own.

A 2. I have set this goal "by the time I am thirty-five I will have earned and saved enough money so I will be able to play the stock market and thus double or triple funds."

____ 3. You want to know my goal?? "To relax, to be happy, and gratified."

____ 4. I plan on "exercising daily", "eat the right foods," and keep to a regular schedule.

____ 5. I want to become the best scientist--To discover cures for cancer and other diseases and to persist in accomplishing a lot in the field.

II. The chance of a goal being accomplished, often depends on how well and how clearly the goal is stated. Yes, goal setting even has to meet a certain criteria. Therefore, please rate the following goals according to this scale:

1. Clearly stated goal good chance of being accomplished
2. Not well stated
3. Poorly stated little chance of accomplishment

2 1. I will study more in the next seven days.

2 2. I will try harder.

1 3. I will work myself until I drop from exhaustion.

1 4. I will read a great amount and will avoid any interruptions from others while I am reading.

3 5. I will study to become a lawyer during the next couple of months.

3 6. I will study anthropology two hours a day on Monday, Wednesday, and Friday of this week.

____ 7. I will either finish up my paper in History on Monday or work overtime at the shop.

1 8. I will start at 8:00 in the morning and without mistakes will type up the two hundred page paper by 12:00 noon.

____ 9. I will become the best technician in my field.

____ 10. I will complete the assignment, read two chapters in social studies at 1:00 today for Mrs. Anderson.

____ 11. I will study my Biology on Sunday afternoon from 2-5:00 because my parents would like me to get good grades.

____ 12. I will clean up my room, pick up all the clothes on the floor, by 7:00 on Friday evening because I want it to be clean.

____ 13. I will either work on the car or sleep at 8:00 on Sunday morning.

____ 14. Because of Jerry's unfriendliness on the job I will write a one page letter at 8:00 this evening to our boss expressing my feelings.

III. Well set goals meet certain standards or criteria. Read the following (4) goals and circle yes or no to indicate if it is, or is not, a well set goal. Also in the space provided give your reason for the answer.

Yes No 1. I will work much harder.

Reason: [illegible]

Yes No 2. I will either attend the community college for two years and obtain an associate degree in dental hygiene or work for two or three years as a secretary.

Reason:

Yes No 3. I will obtain a B grade in the drafting class by completing all class work and keeping to my one hour schedule T, W, Th, 2-3.

Reason:

Yes No 4. I will obtain the highest rating in the stewardess training program and will complete training on one months time.

Reason:

IV. Everyone has at one time or another thought of, or made some tentative plans for the future. At this time, take a moment and state, as specifically as possible some goals you would like to accomplish in the next six months.

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V. Sometimes people have thought of or have made long range career plans for the future.

1. Can you think of any long range career goals for yourself 3-5 years from now?

2. Can you list some problems or obstacles that might confront your attempt to successfully complete your career goal?

3. What steps might you now be taking that would help you accomplish your long range career goal?

4. Who might be some of the resource people to contact regarding your long range career goal?

(Post-test)

INTRODUCTION TO GOAL SETTING
AND PLANNING FOR ONESELF MODULE

I. People do things for many reasons. Planning and goal setting, for example, have to start from somewhere and usually they relate to one's values. Some values are:

A. Achievement
B. Wisdom
C. Autonony (Independence)
D. Wealth
E. Power
F. Health
G. Pleasure
H. Religious Faith

The following plans are made by people like your self. Can you determine the values of each person according to the goals or plans he has? Put the letter in the blank which best explains why each person has set their particular goal.

C 1. My career plans include going into business where I am my own boss and do things more on my own.

A 2. I have set this goal "by the time I am thirty-five I will have earned and saved enough money so I will be able to play the stock market and thus double or triple funds."

G 3. You want to know my goal?? "To relax, to be happy, and gratified."

F 4. I plan on "exercising daily", "eat the right foods," and keep to a regular schedule.

B 5. I want to become the best scientist--To discover cures for cancer and other diseases and to persist in accomplishing a lot in the field.

II. The chance of a goal being accomplished, often depends on how well and how clearly the goal is stated. Yes, goal setting even has to meet a certain criteria. Therefore, please rate the following goals according to this scale:

1. Clearly stated goal good chance of being accomplished
2. Not well stated
3. Poorly stated little chance of accomplishment

3 1. I will study more in the next seven days.

3 2. I will try harder.

2 3. I will work myself until I drop from exhaustion.

2 4. I will read a great amount and will avoid any interruptions from others while I am reading.

3 5. I will study to become a lawyer during the next couple of months.

1 6. I will study anthropology two hours a day on Monday, Wednesday, and Friday of this week.

2 7. I will either finish up my paper in History on Monday or work overtime at the shop.

1 8. I will start at 8:00 in the morning and without mistakes will type up the two hundred page paper by 12:00 noon.

2 9. I will become the best technician in my field.

1 10. I will complete the assignment, read two chapters in social studies at 1:00 today for Mrs. Anderson.

1 11. I will study my Biology on Sunday afternoon from 2-5:00 because my parents would like me to get good grades.

1 12. I will clean up my room, pick up all the clothes on the floor, by 7:00 on Friday evening because I want it to be clean.

2 13. I will either work on the car or sleep at 8:00 on Sunday morning.

1 14. Because of Jerry's unfriendliness on the job I will write a one page letter at 8:00 this evening to our boss expressing my feelings.

III. Well set goals meet certain standards or criteria. Read the following (4) goals and circle yes or no to indicate if it is, or is not, a well set goal. Also in the space provided give your reason for the answer.

Yes [✓ No] 1. I will work much harder.

Reason: [illegible]

Yes [✓ No] 2. I will either attend the community college for two years and obtain an associate degree in dental hygiene or work for two or three years as a secretary.

Reason: [illegible]

[✓ Yes] No 3. I will obtain a B grade in the drafting class by completing all class work and keeping to my one hour schedule T, W, Th, 2-3.

Reason:

Yes [✓ No] 4. I will obtain the highest rating in the stewardess training program and will complete training on one months time.

Reason:

IV. Everyone has at one time or another thought of, or made some tentative plans for the future. At this time, take a moment and state, as specifically as possible some goals you would like to accomplish in the next six months.

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[illegible]

[illegible]

[illegible]

____

V. Sometimes people have thought of or have made long range career plans for the future.

1. Can you think of any long range career goals for yourself 3-5 years from now?

[illegible]

[illegible]

2. Can you list some problems or obstacles that might confront your attempt to successfully complete your career goal?

3. What steps might you now be taking that would help you accomplish your long range career goal?

4. Who might be some of the resource people to contact regarding your long range career goal?

(Pre-test)

INTRODUCTION TO GOAL SETTING AND PLANNING FOR ONESELF MODULE

I. People do things for many reasons. Planning and goal setting, for example, have to start from somewhere and usually they relate to one's values. Some values are:

A. Achievement
B. Wisdom
C. Autonomy (Independence)
D. Wealth
E. Power
F. Health
G. Pleasure
H. Religious Faith

The following plans are made by people like your self. Can you determine the values of each person according to the goals or plans he has? Put the letter in the blank which best explains why each person has set their particular goal.

C 1. My career plans include going into business where I am my own boss and do things more on my own.

D 2. I have set this goal "by the time I am thirty-five I will have earned and saved enough money so I will be able to play the stock market and thus double or triple funds."

G 3. You want to know my goal?? "To relax, to be happy, and gratified."

F 4. I plan on "exercising daily", "eat the right foods," and keep to a regular schedule.

A 5. I want to become the best scientist--To discover cures for cancer and other diseases and to persist in accomplishing a lot in the field.

II. The chance of a goal being accomplished, often depends on how well and how clearly the goal is stated. Yes, goal setting even has to meet a certain criteria. Therefore, please rate the following goals according to this scale:

1. Clearly stated goal good chance of being accomplished
2. Not well stated
3. Poorly stated little chance of accomplishment

____ 1. I will study more in the next seven days.

_3_ 2. I will try harder.

_2_ 3. I will work myself until I drop from exhaustion.

_1_ 4. I will read a great amount and will avoid any interruptions from others while I am reading.

_3_ 5. I will study to become a lawyer during the next couple of months.

_1_ 6. I will study anthropology two hours a day on Monday, Wednesday, and Friday of this week.

_62_ 7. I will either finish up my paper in History on Monday or work overtime at the shop.

_1_ 8. I will start at 8:00 in the morning and without mistakes will type up the two hundred page paper by 12:00 noon.

_3_ 9. I will become the best technician in my field.

_1_ 10. I will complete the assignment, read two chapters in social studies at 1:00 today for Mrs. Anderson.

_1_ 11. I will study my Biology on Sunday afternoon from 2-5:00 because my parents would like me to get good grades.

_1_ 12. I will clean up my room, pick up all the clothes on the floor, by 7:00 on Friday evening because I want it to be clean.

_3_ 13. I will either work on the car or sleep at 8:00 on Sunday morning.

_1_ 14. Because of Jerry's unfriendliness on the job I will write a one page letter at 8:00 this evening to our boss expressing my feelings.

III. Well set goals meet certain standards or criteria. Read the following (4) goals and circle yes or no to indicate if it is, or is not, a well set goal. Also in the space provided give your reason for the answer.

Yes [✓ No] 1. I will work much harder.

Reason: It doesn't say why or when

[✓ Yes] No 2. I will either attend the community college for two years and obtain an associate degree in dental hygiene or work for two or three years as a secretary.

Reason: He says exactly what his plans are

Yes [✓ No] 3. I will obtain a B grade in the drafting class by completing all class work and keeping to my one hour schedule T,W, Th, 2-3.

Reason: He doesn't say how or why he will get a B. and He doesn't say anything about his present ~~sched~~ schedule

Yes [✓ No] 4. I will obtain the highest rating in the stewardess training program and will complete training in one months time.

Reason: Same reasons as in 3

IV. Everyone has at one time or another thought of, or made some tentative plans for the future. At this time, take a moment and state, as specifically as possible some goals you would like to accomplish in the next six months.

The only goal I have is to get good grades in school by working harder on tests and notebooks

V. Sometimes people have thought of or have made long range career plans for the future.

1. Can you think of any long range career goals for yourself 3-5 years from now?

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2. Can you list some problems or obstacles that might confront your attempt to successfully complete your career goal?

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3. What steps might you now be taking that would help you accomplish your long range career goal?

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4. Who might be some of the resource people to contact regarding your long range career goal?

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(Post-test)

INTRODUCTION TO GOAL SETTING

AND PLANNING FOR ONESELF MODULE

I. People do things for many reasons. Planning and goal setting, for example, have to start from somewhere and usually they relate to one's values. Some values are:

A. Achievement
B. Wisdom
C. Autonony (Independence)
D. Wealth
E. Power
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The following plans are made by people like your self. Can you determine the values of each person according to the goals or plans he has? Put the letter in the blank which best explains why each person has set their particular goal.

C 1. My career plans include going into business where I am my own boss and do things more on my own.

D 2. I have set this goal "by the time I am thirty-five I will have earned and saved enough money so I will be able to play the stock market and thus double or triple funds."

G 3. You want to know my goal?? "To relax, to be happy, and gratified."

F 4. I plan on "exercising daily", "eat the right foods," and keep to a regular schedule.

A 5. I want to become the best scientist--To discover cures for cancer and other diseases and to persist in accomplishing a lot in the field.

6

II. The chance of a goal being accomplished, often depends on how well and how clearly the goal is stated. Yes, goal setting even has to meet a certain criteria. Therefore, please rate the following goals according to this scale:

1. Clearly stated goal good chance of being accomplished
2. Not well stated
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3 1. I will study more in the next seven days.

3 2. I will try harder.

2 3. I will work myself until I drop from exhaustion.

1 4. I will read a great amount and will avoid any interruptions from others while I am reading.

2 5. I will study to become a lawyer during the next couple of months.

1 6. I will study anthropology two hours a day on Monday, Wednesday, and Friday of this week.

[illegible] 7. I will either finish up my paper in History on Monday or work overtime at the shop.

1 8. I will start at 8:00 in the morning and without mistakes will type up the two hundred page paper by 12:00 noon.

2 9. I will become the best technician in my field.

1 10. I will complete the assignment, read two chapters in social studies at 1:00 today for Mrs. Anderson.

1 11. I will study my Biology on Sunday afternoon from 2-5:00 because my parents would like me to get good grades.

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3 13. I will either work on the car or sleep at 8:00 on Sunday morning.

1 14. Because of Jerry's unfriendliness on the job I will write a one page letter at 8:00 this evening to our boss expressing my feelings.

III. Well set goals meet certain standards or criteria. Read the following (4) goals and circle yes or no to indicate if it is, or is not, a well set goal. Also in the space provided give your reason for the answer.

Yes [✓ No] 1. I will work much harder.

Reason: To bland

Yes [✓ No] 2. I will either attend the community college for two years and obtain an associate degree in dental hygiene or work for two or three years as a secretary.

Reason: It will never get done

[✓ Yes] No 3. I will obtain a B grade in the drafting class by completing all class work and keeping to my one hour schedule T, W, Th, 2-3.

Reason: Well stated

Yes [✓ No] 4. I will obtain the highest rating in the stewardess training program and will complete training on one months time.

Reason: Doesn't explain how she will obtain high rating

IV. Everyone has at one time or another thought of, or made some tentative plans for the future. At this time, take a moment and state, as specifically as possible some goals you would like to accomplish in the next six months.

I will go to St. Stephens High School and work as hard as I can every day. I will set aside 2 hours a day for studying and nothing else

V. Sometimes people have thought of or have made long range career plans for the future.

1. Can you think of any long range career goals for yourself 3-5 years from now?

I will finish high school and enter the best college I can find

2. Can you list some problems or obstacles that might confront your attempt to successfully complete your career goal?

I might put off my duties in getting ready for these goals

3. What steps might you now be taking that would help you accomplish your long range career goal?

Stick to my plans

4. Who might be some of the resource people to contact regarding your long range career goal?

Professionals in the field that I plan on getting into

In summary, the preliminary reading of data is very encouraging. Whether the modules will stand the test of statistical analysis is now being studied. Comments on the feedback sheets do show that the module experiments were enjoyable and enlightening for most students and teachers. One of the best sources of feedback has been from the school district itself, which has adopted the modules for use with all 9th grade students during the 1973-74 school year.

CHAPTER V

REVIEW OF PRESENT USE, SUGGESTIONS FOR IMPLEMENTATION, AND CONSIDERATION OF FUTURE DEVELOPMENT OF THE CAREER MODULES

Review of Present Use

Our experience with the modules in a variety of different settings has provided us with a number of pertinent generalizations about them.

First, the best use of the modules clearly occurs under the leadership of trained learning facilitators. If the modules are to have the impact and bring about the results that are inherent in them, a workshop for the learning facilitators is highly desirable. Such a workshop should focus on six major areas:

1. Overview of the career development theory and strategy basic to the career modules.
2. Personal experiencing by each of the facilitators of the contents of the modules in the role of a student, in order to increase the facilitator's understanding of student reactions to the module experiences.
3. Discussion of the group procedures and learning approaches which have been found most effective in student use of the modules.
4. Discussion of the place of the modules in a school-wide career education and career development program.
5. Review of a variety of supplementary resources and materials.
6. Consideration of the means available for evaluation and renewal of the career development modules.

Second, the modules are considered to be a functional and very useful core of a more comprehensive program of career development. In a real sense they provide an excellent review and synthesis of previous career education activities and a jumping-off point for subsequent career emphases. The attitude-assessment and skill-building experiences in the modules meet the need both for providing the development of decision-making and planning skills for subsequent career choice as well as a foundation on which to build further career education and development.

Third, the module approach incorporates the means for judicious supplementing and complementing with additional resources. Experience has shown that both the learning facilitators and the participants are stimulated to examine a variety of new areas as a result of the module sessions. Thus, while the modules utilize a structured learning format, the participants have exhibited interest in exploring further learning in the areas covered and in applying that learning to their life situations.

Fourth, in all settings where we have used the modules, the response of the facilitators and significant others in the learning environment (teachers and parents), as well as of the learners themselves, has ranged from positive to high positive. Unfortunately, the goal of developing a set of reliable pre- post- measures to assess growth in learning during the module experience has not been realized. The newness of the system, the wide age-range of the participants, and the breadth of the topics covered have made difficult the development of the intended pre- post- measures. Journals kept by participants and interviews with them during and after completion of the modules, however, have provided useful feedback to the developers.

Fifth, though "hard data" on which to make definitive judgments is admittedly lacking, reactions from both the participants and the developers/facilitators have provided the following major conclusions regarding module learner outcomes:

1. Participants have demonstrated increased interest in and greater motivation toward making career decisions and plans.

2. Participants have exhibited greater grasp and understanding of the relationship between such areas as values, goals and attitudes; and life career decisions.

3. Participants have exhibited an enhanced capacity for setting goals and making decisions.

4. Participants have shown a more extensive awareness of sources of information regarding careers and occupations in making their future career plans and decisions.

5. Participants have acquired a purposeful and organized process of thinking about and planning for their futures.

6. Significant others, such as parents and teachers, have been shown to be important contributors to the module learning process and have indicated some personal gain from their involvement.

Suggestions for Implementation

Having experimented with the modules in a number of settings and under a variety of administrative arrangements, a few basic generalizations may be made regarding the introduction and use of the career modules.

First, it appears highly desirable to have at least two individuals trained in the use of the career modules to provide leadership to a local system in the use of the modules.

Second, responsibilities for module facilitation can be dispersed without detriment to the learning outcomes if the facilitators have received specific training for their tasks and their own tasks are clearly and actively coordinated with the total module program.

Third, the modules lend themselves to use in a wide variety of formats - for instance, a concentrated two-week workshop experience, periodic sessions over the period of a semester, or more widely spaced sessions throughout an academic year. When the modules have constituted the major focus in an organized curricular vehicle such as an Introduction to Careers course offered in the 9th or 10th grade, their impact has appeared to be especially effective.

Fourth, opportunities should be planned whereby students can carry over their in-class learnings to out-of-class settings in order to try out their newly-learned skills on their own initiative.

Fifth, maximum visibility to and communication about the program should be provided to non-involved faculty so that they may learn of the program and be prepared to respond to the interests and inquiries students may bring to other classes as a result of their module experiences.

Future Development

Our experience to date with the career module system has led us to establish four major priorities for future development. Though no sources for funding are known at present, efforts are being made to find the means for continuing the development of the system.

First, we believe it desirable to develop a "trainer of facilitators" package which will enable us to prepare key individuals in various work situations in the use of the modules. On-going experience with groups and school systems will increasingly provide us with data for identifying the most effective means of preparing learning facilitators, which will be utilized in preparing the package. Thus, we would have a transportable resource available to train selected individuals from about the country who could then return to their places of employment with the knowledge and leadership necessary to implement the program. Use of the training package would make it possible to prepare large numbers of learning facilitators and program coordinators at modest cost. The availability of the modules would then be greatly extended and lead to the ultimate objective of the project--that of providing impactful career development experiences for interested persons throughout the country.

Second, work could profitably be continued on developing more effective measures of the learning that occurs for participants in the program. In particular, the measurement tool should be responsive to the following objectives:

1. Provide pre-module assessment of career decision-making and planning competencies which would allow for differential points of entry into the modules based upon demonstrated levels of competence.
2. Provide concurrent diagnostic feedback on participant learning so as to allow for individualized learning routes for either accelerated or remedial skill-building sessions.
3. Establish post measures of the extent to which individuals have reached or exceeded performance objectives for each of the modules.

Third, attention should be given to a comprehensive career development program adaptable for use in high schools, colleges and other worksettings which would contain three major elements:

1. Extended offering of career development modules dealing with new priority areas and concerns and focusing on life/career development (see "Fourth" below).
2. Guidelines for the development of a curriculum-wide career development program broadly involving the entire faculty.
3. Development of a local unit adoption package for implementing a Career Resources Center for the training of personnel, collection and dissemination of resource materials, and coordination of direct assistance to users which would provide overall substantive leadership in the career development program. This program could be extremely attractive and useful to school systems now struggling to organize a viable career development program for their students.

Fourth, the module learning approach has proved so successful that at least four additional modules could be developed which would extend the usefulness of the modules as a comprehensive learning experience. The four modules would be:

(1) Mid-Life Career Change - This module would focus on providing assistance to individuals over thirty who were dissatisfied with their present careers and/or needed to make a career change because of employment patterns. Despite its size, this is a population sub-group whose needs have till now not met with an adequate response. The development of this module could provide a new and strongly-needed resource for use by helping agencies and groups about the country.

(2) Interpersonal Conflict Resolution - As individuals progress in their career plans, they customarily experience personal conflicts which block or severely retard their ability to implement their plans and reach their objectives. This module would provide individuals with the coping strategies and skills necessary to deal with these conflicts. It would be particularly useful to individuals from special population groups (such as women, minority group members, handicapped) who experience from minor to considerable conflict as they attempt to develop their career potential.

(3) Futuristics - Toffler and Micheals in particular have emphasized the need to prepare individuals to be resourceful in their imaging of the future and to develop those skills and attitudes necessary for coping adequately with the tomorrow that is now. A number of resources are available which respond to the need for futuristic thinking and behaving, but the ideas and resources have not been organized into a functional learning mode. Our analysis suggests that the topic lends itself extremely well to the module format.

(4) Parental Career Facilitation Training - An abundance of research documents the influence of parents in the career development and decision-making skills of their children. Yet, except in perfunctory ways, the planned career development approaches typically ignore or minimize the parental contribution to career development. An increasing body of research had indicated how the influence of parents can be enhanced and how parent/child conflict can be reduced through parental training. In our judgment, a module planned for training parents to be more effective in working with their children in career development would be both eminently useful and extremely well received.

To a large extent, efforts at career development are never completed; they represent only continuous progress in meeting urgent, on-going needs. Thus, we feel that this project has led both to the development of basic stepping-stones in facilitating life-long career development and to the emergence of new stones which will be needed if we are to help people realize their potential as richly-living, warmly-relating, and fully-contributing citizens.

BIBLIOGRAPHY

This bibliography is intended to suggest additional resources which will provide assistance in career guidance program development efforts. Through use of the guide, a school staff may well become interested in specific program development areas. These additional resources are intended to provide backup information. These resources were selected because: 1) they provide comprehensive additional information about various program elements; 2) they provide information which is not typically disseminated through regular communication channels; 3) they provide information about approaches which have been developed in other educational settings; and 4) they provide information needed to implement new approaches.

Availability of Resources

The majority of these additional resources were drawn from the ERIC system. This was done because the resources were substantive in nature and provide information of which staffs might not be aware. The following procedures may be used for ordering ERIC documents.

References in this publication that have an ED (ERIC Document) number may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, the following information must be furnished:

1. The ED number of the document.
2. The type of reproduction desired -- photo copy (HC) or microfiche (MF).
3. The number of copies being ordered.

All orders must be in writing. Payment must accompany orders under $10.00. Residents of Illinois and Maryland should pay the appropriate sales tax or include a tax exemption certificate. There is no handling price. The difference between Book Rate or Library Rate and first class or foreign (outside the continental U. S.) postage rate will be billed at cost. Send orders to: ERIC Document Reproduction Service, P. O. Drawer 0, Bethesda, Maryland 20014.

Ashcraft, Kenneth B.; and Others. A REPORT OF THE INVITATIONAL CONFERENCE ON IMPLEMENTING CAREER DEVELOPMENT THEORY AND RESEARCH THROUGH THE CURRICULUM. BR-5-1304, Washington, D. C.: National Vocational Guidance Association, 1966. ED 010 182 MF-$0.65 HC-$9.87 205P.
The report includes the papers presented and the following summaries--(1) curricular implications for career development, (2) implications for counselor education, (3) implications for research, and (4) summary of the discussion sessions.

Borman, Christopher A. (Ed.) VOCATIONAL GUIDANCE IN THE 70'S PROCEEDINGS OF THE TEXAS A & M UNIVERSITY VOCATIONAL GUIDANCE CONFERENCES. College Station: College of Education, Texas A and M University, 1971. ED 056 933 MF-$0.65 HC-$6.58 184P.
This conference report on vocational guidance mainly deals with the proper relationship of the vocational counselor and the traditional counseling program in the school. The strategy developed by the conference planners centered upon the involvement of teams of vocational counselors in discussions, panels, and presentation by educated men in the field. Four major sets of papers were presented at the conference and are contained in the handbook, followed by a transcript of the panel discussions held by the groups of vocational counselors.

Gysbers, Norman C. (Ed.) NATIONAL CONFERENCE ON GUIDANCE, COUNSELING, AND PLACEMENT IN CAREER DEVELOPMENT AND EDUCATIONAL-OCCUPATIONAL DECISION MAKING, PROCEEDINGS (UNIVERSITY OF MISSOURI, COLUMBIA, OCT. 20-24, 1969). Washington, D. C.: Division of Vocational and Technical Education, Office of Education (DHEW), 1969. ED 041 143 MF-$0.65 HC-$6.58 109P.
A conference on guidance, counseling, and placement services comprised the first step in developing programs to serve the five populations identified in the Vocational Education Amendments of 1968. Those populations are (1) high school youth, (2) those who have completed or discontinued their formal education and are preparing to enter the labor market, (3) those who have already entered the labor market but need to upgrade their skills or learn new ones, (4) those with special educational handicaps, and (5) those in postsecondary schools.

Gysbers, Norman C. PROCEEDINGS, NATIONAL SEMINAR ON VOCATIONAL GUIDANCE, (NORTHERN MICHIGAN UNIVERSITY, AUGUST 21-26, 1966). BR-6-2207, Washington, D. C.: American Personnel and Guidance Association, 1967. ED 019 520 MF-$0.65 HC-$6.58 155P.
Approximately 117 educators and representatives from other areas participated in a seminar to improve guidance services through improvement of state supervisory services. Major speeches were--(1) "The Influence of the State Supervisor on the Future of Vocational Guidance" by K. B. Hoyt, (2) "Recent Conferences on Career Development and Vocational Guidance" by H. Borow, (3) "Educational and Occupational Information from Kindergarten to Grade 12--Implications for Supervision and Counselor Education" by R. Hoppock, (4) "Making Vocational Guidance Real to the Noncollege Bound Student" by G. Venn, (5) "ERIC--Educational Research Information Centers" by C. Harris and G. Walz, and (6) "Three Needs of School Guidance--Review, Refresh, Reorient" by R. Getson.

Shumake, Franklin. PUPIL PERSONNEL SERVICES: A MODEL. PROGRAMS, TRENDS, PROBLEMS. Conyers, Ga.: Rockdale County Public Schools, [1969]. ED 035 900 MF-$0.65 HC-$3.29 15P.
The Rockdale County model is discussed in terms of facilities, equipment, personnel, and programs. The basic philosophy of this program is that pupil personnel services (PPS) must be an integral part of the instructional program and must actively support and stimulate the improvement of the instructional program. The PPS team is described. Included are the following characteristics: (1) referrals are made to the center rather than to the specialists, and (2) the team approach means all staff members have some awareness of all major cases.

Walz, Garry, and Others (Eds.) IMPACT: THE MAGAZINE FOR INNOVATION AND CHANGE IN COUNSELING. FALL 1971. BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1971. ED 056 364 MF-$0.65 HC-$3.29 64P.
The first issue of this new quarterly magazine presents, as its central feature, an interview with Eli Ginzberg on career guidance, coupled with a section of reactions to this interview. Other sections elaborate on the "career guidance" theme, and present adoptable practices as well as an instrument for rating a career guidance program.

Havelock, Ronald G. BIBLIOGRAPHY ON KNOWLEDGE UTILIZATION AND DISSEMINATION. BR-7-0028, Ann Arbor: Center for Research on Utilization of Scientific Knowledge, Michigan University, 1968. ED 029 172 MF-$0.65 HC-$6.58 174P.
This bibliography was compiled for the purpose of identifying and reviewing literature relevant to the topic: "Utilization and Dissemination in all Fields of Knowledge."

Havelock, Ronald G.; and Others. A COMPARATIVE STUDY OF THE LITERATURE ON THE DISSEMINATION AND UTILIZATION OF SCIENTIFIC KNOWLEDGE. BR-7-0028, Ann Arbor: Center for Research on Utilization of Scientific Knowledge, Michigan University, 1969. ED 029 171 MF-$0.65 HC-$19.74 507P.
This report provides a framework for understanding the processes of innovation, dissemination, and knowledge utilization (D&U) and it reviews the relevant literature in education and other fields of practice within this framework.

Livingstone, D. W. ORGANIZATIONAL INNOVATIVENESS. A CONCEPTUAL OUTLINE FOR COMPARATIVE STUDIES. 1970. ED 038 337 MF-$0.65 HC-$3.29 50P.
This paper presents a summary and analysis of the current state of research in the field of organizational innovativeness and develops a provisional conceptual outline of the overall process and characteristics of organizational innovation and the general factors which may be related to innovativeness.

Speagle, Richard E. SYSTEMS ANALYSIS IN EDUCATION. BR-8-0571, Washington, D. C.: Academy for Educational Development, Inc., [1970]. ED 039 749 MF-$0.65 HC-$3.29 24P.
Systems concepts are useful in rethinking and reorgainzing the structure of education. The author presents a popular interpretation of the systems approach to problem solving.

A COMPREHENSIVE PLANNING GUIDE; SEL PATHWAYS TO BETTER SCHOOLS. SEL PATHWAY SERIES, VOL. 1. BR-6-2869, Atlanta, Ga.: Southeastern Education Laboratory, 1970. ED 040 803 MF-$0.65 HC-$9.87 204P.
First in a series of 7, the "Comprehensive Planning Guide" was developed to assist local school planners in assessing educational needs and in systematically planning strategies to meet these needs. The guide includes (1) instructions for a survey and inventory of needs, (2) establishment of need priorities and suggestions for allocation of resources, and (3) ways to plan program action. School administration, the community, the instructional program, personnel, facilities, special services, and finance are discussed in separate chapters.

Astin, Helen S. PERSONAL AND ENVIRONMENTAL FACTORS IN CAREER DECISIONS OF YOUNG WOMEN. FINAL REPORT. BR-9-C-027, Washington, D. C.: Bureau of Social Science Research, Inc., 1970. ED 038 731 MF-$0.65 HC-$3.29 95P.
This study explores the career development of women during the five year period after high school, examining the determinants of that development and presenting data which may provide a basis for better vocational guidance and a theory of occupational choice in women.

Birdwell, Gladys Bryant. CHICANOS; A SELECTED BIBLIOGRAPHY. Houston: Texas Libraries, Houston University, 1971. ED 048 987 MF-$0.65 HC-$3.29 62P.
Approximately 600 books and monographs, 350 journal articles, and 70 ERIC and Government documents published between 1877 and 1970 are cited in this bibliography.

Bridgford, Clay. TEACHING ABOUT MINORITIES: AN ANNOTATED BIBLIOGRAPHY ON BLACKS, CHICANOS, AND INDIANS. Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education; Social Science Education Consortium, Inc., 1971. ED 049 970 MF-$0.65 HC-$3.29 18P.
This annotated bibliography was prepared for the kindergarten through ninth grade social studies teacher and student for the purpose of ethnic studies. Although some of the references are to works of fiction and poetry, most of the entries are intended to give the teacher and the student a background in the heritage of the appropriate group, teaching methods, or both.

Caselli, Ron (Comp.) THE MINORITY EXPERIENCE--A BASIC BIBLIOGRAPHY OF AMERICAN ETHNIC STUDIES. Santa Rosa, Calif.: Sonoma County Superintendent of Schools, 1970. ED 038 221 MF-$0.65 HC-$3.29 61P.
Approximately 950 books and periodicals published between 1940 and 1969 are cited in this bibliography prepared for teachers and students of American minority ethnic groups. Afro Americans, Mexican Americans, and Native Americans are the three groups specifically covered in the bibliography.

Coombs, L. Madison. THE EDUCATIONAL DISADVANTAGE OF THE INDIAN AMERICAN STUDENT. BR-6-2469, University Park: ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, 1970. ED 040 815 MF-$1.30 HC-$6.58 159P.
The main body of this research synthesis serves to point out research findings regarding the educationally disadvantaged Indian American school children. Some of the factors reported to be the underlying causes for the educational retardation of the Indian children include (1) the Federal Government's policy of coercive assimilation which has resulted in disorganization of the Indian communities, (2) a lack of self-fulfillment of Indian students at every age level, (3) the negative self-images of the Indian students, and (4) a lack of understanding of cultural differences on the part of many schools.

Darcy, Robert L; and Others. WORKSHOP IN DEVELOPING GUIDELINES FOR PLANNING CAREER DEVELOPMENT PROGRAMS K-12 IN OHIO. Columbus: Ohio State Department of Education, 1971. ED 052 477 MF-$0.65 HC-$3.29 83P.

The first of these six papers takes a systematic look at the range of current career guidance methods to determine which are most appropriate to which educational and age levels. A model for implementing career development programs at the senior high school level is presented in the second. General considerations regarding rate of change, approaches to change, obstacles to change and the implementation of change comprise the bulk of the third paper. In the fourth, the Developmental Career Guidance Project, aimed at helping inner-city youth become more aware of themselves and their possibilities in their world, is described. The fifth paper discusses, and presents an integrated model for identifying, organizing and using resources in a career development program. The final paper, an introduction to the Economics component of the proposed Ohio Career Development Program, K-12, elaborates its underlying rationale and identifies specific goals to be achieved through it and the overall program.

Dole, Arthur A.; and Others. RACE AS A COMPONENT OF SOCIAL DISTANCE AMONG BLACK AND WHITE SECONDARY SCHOOL STUDENTS AND THEIR TEACHERS. BARRIERS AND ASPIRATIONS--GENERALIZATIONS FROM RESEARCH. BLACK AND WHITE ATTITUDES ABOUT GUIDANCE. OBSERVATIONS FROM THE FIELD. Philadelphia: Graduate School of Education, Pennsylvania University, 1971. ED 054 473 MF-$0.65 HC-$3.29 32P.
All three studies are segments of a larger study carried out in a small Northeastern industrial city of 12,000 population, of which 25 percent is black. In general, while vocational guidance was not found to be blatantly racist in this small city, to many blacks, and some whites, it was not viewed as meeting their needs. For the blacks, it was perceived as racist. The authors feel that the concept "guidance as a service to all" was not operational in this community.

Drumheller, Sidney J. HANDBOOK OF CURRICULUM DESIGN FOR INDIVIDUALIZED INSTRUCTION; A SYSTEMS APPROACH. 1971. Not available from EDRS. Available from Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($8.95) 103P.
Precise guidelines for designing and developing curriculum materials from vigorously defined behavioral objectives are presented. The guidelines are designed to enable an educator to identify all the objectives appropriate for a unit of instruction, to define a procedure for ordering or programing objectives into an educational sequence, or to outline the procedures needed for communicating specifications to teachers and to writers.

Evans, Francis Benjamin. A STUDY OF SOCIOCULTURAL CHARACTERISTICS OF MEXICAN-AMERICAN AND ANGLO JUNIOR HIGH STUDENTS AND THE RELATION OF THESE CHARACTERISTICS TO ACHIEVEMENT. Doctoral dissertation submitted to New Mexico State University, Las Cruces, 1969. ED 039 999 MF-$1.95 HC-$9.87 232P.
Purposes of this study were to detect some of the sociocultural differences between Mexican American and Anglo junior high school students; to determine how the sociocultural characteristics of the Mexican American students were related to their language background; and to ascertain how characteristics of both groups were related to their achievement.

Farlow, Barbara A. AN EQUAL CHANCE: HANDBOOK FOR COUNSELING INDIAN STUDENTS. Stevens Point: Wisconsin State University, 1971. ED 050 364 MF-$0.65 HC-$3.29 52P.
This handbook provides educational, vocational and resource information to aid teachers, advisors, and counselors in guiding Indian students. Essentially, the handbook is a resource of contextual insight into the world of the Indian, in order that the counselor, teacher or advisor may be better equipped to understand the world of the Indian, his needs, and his perceptions of a white socioeconomic world.

Harrison, Don K.; and Others. A SET OF GENERALIZATIONS AND IMPLICATIONS FOR NEW DEVELOPMENTS IN GUIDANCE AND PERSONNEL SERVICES: GUIDANCE AND STUDENT SERVICES FOR THE CULTURALLY DIFFERENT. BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1970. ED 037 596 MF-$0.65 HC-$3.29 13P.
This set of materials was developed for a special ERIC/CAPS Workshop on "New Developments in Guidance and Personnel Services Guidance and Student Services for the Culturally Different," held at the 1970 American Personnel and Guidance Association Convention in New Orleans, Louisiana. Members of the ERIC/CAPS staff developed generalizations and implications concerning the culturally different.

Johnson, Benton, and Kitchel, Joanne (Eds.) THE CONFERENCE ON UNEXPLORED ASPECTS OF THE DEVELOPMENT OF OCCUPATIONAL GOALS OF YOUTH. (UNIVERSITY OF OREGON, AUGUST 9-13, 1965). SUMMARIZERS' REPORTS. Eugene: Center for Research in Occupational Planning, Oregon University, 1965. ED 036 605 MF-$0.65 HC-$3.29 52P.
The conference featured small group discussions covering six basic topics: (1) What is the structure of the decision-making process? (2) To what extent is occupational choice a rational, ordered, systematic process? (3) What contributions to occupational outcome does the social structure make and what is the effect of the position of the actor in that structure? (4) To what extent are extrapersonal situations effective limitors or determinants of occupational outcome? (5) What is the developmental process leading to an initial occupational commitment? and (6) What is the continuing development of occupation or career after the initial commitment?

Krumboltz, John D. STATING THE GOALS OF COUNSELING, MONOGRAPH NO. ONE. Los Angeles: California Counseling and Guidance Association, 1966. Not available from EDRS. Available from California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California 92631. 28P.
Observable behavior change is a more useful goal in counseling than self-acceptance or self-understanding. Goals should be stated as specific behavior changes desired by each client, compatible with the counselor's values, and externally observable.

Mattson, Judith (Ed.) CAPS CAPSULE. THE COUNSELOR AND THE FEMININE PROTEST. VOLUME 4, NUMBER 3. BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1971. ED 049 515 MF-$0.65 HC-$3.29 28P.
This issue of CAPS Capsule discusses the basic conflicts in the current roles of women as they relate to the individual female's level of self esteem. Changes in counselor roles and techniques are suggested in order that counselors may respond more adequately to the evolving role of women in American society.

Myers, Roger A. CAREER DEVELOPMENT IN THE COLLEGE YEARS. New York: Teachers College, Columbia University, 1971. ED 050 372 MF-$0.65 HC-$3.29 20P.
This paper concerns itself with two relatively central issues in career development, life stages and choice behavior and focuses on the tasks of the college counselor in regards to them.

Osipow, Samuel H. THEORIES OF CAREER DEVELOPMENT. A COMPARISON OF THE THEORIES. 1968. ED 026 698 MF-$0.65 HC-$3.29 16P.
These seven theories of career development are examined in previous chapters: (1) Roe's personality theory, (2) Holland's career typology theory, (3) the Ginzberg, Ginsburg, Axelrod, and Herma Theory, (4) psychoanalytic conceptions, (5) Super's developmental self-concept theory, (6) other personality theories, and (7) social systems theories. Osipow contrasts them with regard to their strengths and weaknesses.

Petry, Dorthy W.; and Others. VOCATIONAL STUDENTS' PERCEPTION OF GUIDANCE NEEDS: A STUDY CONDUCTED IN MINNESOTA AREA VOCATIONAL TECHNICAL SCHOOLS. MINNESOTA GUIDANCE SERIES. St. Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1969. ED 036 809 MF-$1.30 HC-$6.58 170P.
The purpose of this study was to collect information on the guidance needs of students in vocational technical schools in Minnesota. The five areas of student concern in this study include housing, financial needs, information relating to school, social and recreational activities, and career plans.

Phillips, Donald S. PERSONAL AND SOCIAL BACKGROUND CHARACTERISTICS OF ENTERING TECHNICIAN EDUCATION STUDENTS AT FOUR POST-HIGH SCHOOL INSTITUTIONS. BR-7-G-014, Stilwater, Research Foundation, Oklahoma State University, 1968. ED 032 388 MF-$1.30 HC-$6.58 139P.
To identify differences and similarities among entering technician education students at four post-high school institutions, data were collected on personal and social background characteristics, socioeconomic background, and scholastic aptitude from 724 students. Conclusions based on the findings of this study include: (1) Technician education students make choices with only limited knowledge of available programs and institutions, (2) Technician education students tend to express unrealistic educational objectives, (3) Technician students had limited contact with high school counselors, (4) Reading skills of technician education students tend to be lower than norms for grade 13 students.

Shea, John R.; and Others. YEARS FOR DECISION: A LONGITUDINAL STUDY OF THE EDUCATIONAL AND LABOR MARKET EXPERIENCE OF YOUNG WOMEN. VOLUME ONE. Columbus: Center for Human Resource Research, Ohio State University, 1971. ED 049 376 MF-$1.96 HC-$9.87 245P.
Data collected in a 1968 interview survey of a national probability sample of young women 14-24 years of age are the basis for a 5-year longitudinal study of employment and educational experience. The report analyzes work experience, work attitudes, and plans for the future.

THE BLACK SELF CONCEPT: RESOURCE MANUAL. AN IN-SERVICE TRAINING PROGRAM WHICH FOCUSES ON ASSISTING EDUCATORS OF SCHOOL DISTRICT 65 TO DEVELOP SOME COMMON UNDERSTANDINGS ABOUT CRUCIAL INTEGRATION ISSUES; SCHOOL YEAR 1968-1969. Evanston, Ill.: Evanston School District 65, 1968. ED 036 572 MF-$0.65 HC-$3.29 66P.
The product of two summer institutes to prepare teachers and administrators for school integration, this report contains a resource manual on "The Black Self-Concept."

COUNSELING AND PSYCHOTHERAPY: EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES. Arlington, Va.: Information Center on Exceptional Children, Council for Exceptional Children, 1971. ED 052 573 MF-$0.65 HC-$3.29 25P.
Listed in the bibliography, are 88 references concerning counseling particularly as it is employed with exceptional children, and psychotherapy(including group therapy) particularly in reference to emotionally disturbed children.

A GUIDE FOR DEVELOPMENTAL VOCATIONAL GUIDANCE. GRADES K-12. Oklahoma City: Department of Vocational Technical Education, Oklahoma State Department of Education, 1968. ED 026 532 MF-$1.30 HC-$6.58 168P.
The purpose of this guide is to share with teachers, administrators, and counselors recommendations involving some facets of child development and some basis for vocational decision making. Vocational guides are presented for Grades K-3, Grades 4-6, Grades 7-9 and Grades 10-12. Elements of each guide include: Introduction; objectives of vocational guidance, both general and specific; suggested activities; activity models including goals, activities and resource materials; descriptive information on occupational clusters; periodicals and journals, and additional resources.

HANDBOOK FOR EVALUATING DISADVANTAGED AND HANDICAPPED STUDENTS FOR PLANNING OCCUPATIONAL EDUCATION PROGRAMS. Raleigh: Department of Public Instruction, North Carolina State Board of Education, 1970. ED 052 342 MF-$0.65 HC-$3.29 43P.
This handbook is intended for public school educators who are attempting to identify students with special educational needs, diagnose specific causes, and plan programs to meet these unique needs. To help in the evaluation of disadvantaged and handicapped students, the document presents a descriptive list of conditions and characteristics of these students, suggested procedures for evaluation, sources of information to be used by the evaluation committee, and basal instruments.

Alschuler, Alfred; and Others. HOW TO DEVELOP ACHIEVEMENT MOTIVATION: A COURSE MANUAL FOR TEACHERS. INTERIM REPORT (FIRST DRAFT). SECTION 2. BR-7-1231, Cambridge, Mass.: Achievement Motivation Development Project, 1969. ED 029 967 MF-$0.65 HC-Not available from EDRS. 194P.
This teacher's manual grows out of a major research project that is attempting to discover the most effective methods of increasing motivation of the adolescent. The history, goals, methods, and rationale for this movement are discussed in some detail. Also, a fairly detailed course outline is provided to suggest how one course was put together.

Bailey, Larry J. (Ed.) FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. Springfield: Vocational and Technical Education Division, Illinois State Board of Vocational Education and Rehabilitation; Carbondale: Southern Illinois University, 1970. ED 042 217 MF-$0.65 HC-$6.58 137P.
This annotated bibliography presents abstracts of publications which focus on finding new directions for implementing career practices within the classroom. It is limited to programs, practices, and techniques which are operational or have demonstrated potential for enhancing the process of career development. The emphasis is on relevance and applicability for comprehensive programs of occupational and career guidance.

Barr, Robert D. (Ed.) VALUES AND YOUTH. Washington, D. C.: National Council for the Social Studies, 1971. ED 055 008 Not available from EDRS. Available from National Council for the Social studies (NEA), 1201 16th Street, N. W., Washington, D. C. 20036 ($2.75) 121P.
Every social studies teacher must consciously move to relate his course to the value dilemmas of youth and the value-laden issues of our time. A variety of writings by youth have been included to serve as source materials for classroom teachers and to provide significant insights into the values of youth.

Barton, Richard F. A PRIMER ON SIMULATION AND GAMING. 1970. ED 044 906 Not available from EDRS. Available from Prentice-Hall, Inc., Englewood Cliffs, N. J. 07632 ($0.95) 239P.
In a primer intended for the administrative professions, for the behavioral sciences, and for education, simulation and its various aspects are defined, illustrated, and explained. Man-model simulation, man-computer simulation, all-computer simulation, and analysis are discussed as techniques for studying object systems (parts of the "real world").

Bertcher, Harvey; and Others. ROLE MODELING AND ROLE PLAYING: A MANUAL FOR VOCATIONAL DEVELOPMENT AND EMPLOYMENT AGENCIES. Ann Arbor, Mich.: Manpower Science Services, Inc., 1971. ED 053 350 MF-$0.65 HC-$6.58 118P.
The manual resulting from the investigation focuses on role modeling and role playing because both have potential in improving the employability of disadvantaged persons. Both also have been used widely in experimental and demonstration projects. The intent of this manual is to serve as a direct and practical tool to employment agencies serving disadvantaged persons. It is also directed to counselors, coaches, community aides, crew chiefs, vocational instructors, and basic education instructors.

Campbell, Robert E., and Vetter, Louise. CAREER GUIDANCE: AN OVERVIEW OF ALTERNATIVE APPROACHES. Columbus: Center for Vocational and Technical Education, Ohio State University, 1971. ED 057 183 MF-$0.65 HC-$3.29 21P.
By presenting a brief overview of alternative approaches to career guidance programs, this publication was designed to serve state-level planners interested in reviewing the key concepts relative to career development and planning. Alternative approaches which received special attention are: (1) occupational exploration, (2) the developmental (K-14) approach, (3) systems approaches, and (4) computer-assisted approaches.

Furner, Beatrice A. CREATIVE WRITING FOR SELF-UNDERSTANDING: APPROACHES AND OUTCOMES. Speech given at the Annual Convention of the National Council of Teachers of English, 1970. ED 052 184 MF-$0.65 HC-$3.29 16P.
Creative writing is considered as a form of creative expression in which the child expresses his ideas, feelings, or reactions. This expression is original and spontaneous, and allows the child to organize his experiences so that they assume a personal meaning. With this experience, the child, through the process of symbolization, adds to his identity. The methodology and creative process steps in a creative writing experience are: (1) motivation period in which to generate interest, develop a mood, and create a need to write; (2) exchange of ideas to crystalize each child's thinking; (3) writing period; (4) exchange of ideas; and (5) follow-up activities, if appropriate.

Gibb, E. Glenadine. CREATIVE PROBLEM SOLVING, PRELIMINARY EDITION. Austin: Research and Development Center for Teacher Education, Texas University, [1970]. ED 037 367 MF-$0.65 HC-$3.29 63P.
Three modules designed to teach creative problem solving are included. Although prepared for mathematics teachers, the situations used are non-mathematical. The modules are entitled "Application of Deferred Judgment," "Recognizing the Real Problem," and "Developing the Solution." Instructor's guides for all modules are included together with the student workbook for the third module.

Gregory, Thomas B. TEACHING FOR PROBLEM-SOLVING: A TEACHING LABORATORY MANUAL (PRELIMINARY EDITION). BR-5-0249, Austin: Research and Development Center for Teacher Education, Texas University, 1970. ED 046 905 MF-$0.65 HC-$3.29 72P.
This manual provides a set of tasks for use in the microteaching context of a Teaching Laboratory to be used in teaching pupils an approach to problem solving. The introduction describes the contents and functioning of the Teaching Laboratory and the way in which the manual should be used. Details of five lessons are then given.

Hansen, Lorraine Sundal; and Others. CAREER GUIDANCE PRACTICES IN SCHOOL AND COMMUNITY. BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1970. ED 037 595 MF-$0.65 HC-$6.58 200P.
This monograph is designed to determine what is being done in the nation's schools in the area of career guidance. The monograph is organized into six chapters. Chapter One summarizes principles and trends of career development. Chapter Two describes current practices

and programs. Chapter Three presents school community projects. Chapter Four discusses computer oriented systems. Chapter Five concerns guidance and vocational education and examples of programs. Chapter Six presents issues and challenges for the future. Included are chapter summaries, supplementary references and a subject index.

Harvey, Robert, and Denby, Robert B. (Comps.) HUMAN RELATIONS IN THE SCHOOLS, SENSITIVITY TRAINING, AND SELF-IMAGE ENHANCEMENT: ABSTRACTS OF ERIC DOCUMENTS. Champaign, Ill.: ERIC Clearinghouse on the Teaching of English, National Council of Teachers of English, 1970. ED 044 400 MF-$0.65 HC-$3.29 53P.
This bibliography is comprised of abstracts of 115 ERIC documents (reports, books, articles, and speeches) on human relations activities for the schools, including sensitivity training and self-image enhancement activities. Six sections cover (1) background material on human relations, (2) general material on the need for intergroup activities, (3) inservice human relations programs (including sensitivity training) for teachers, administrators, and counselors, (4) classroom activities promoting student human relations, (5) self-image enhancement activities, and (6) recent research on self-image development.

Hernandez, John Paul. STUDENT TO STUDENT: HOW CALIFORNIA JUNIOR COLLEGE STUDENTS HELP THEIR FELLOW DISADVANTAGED COLLEGE STUDENTS. Seminar paper, 1968. ED 031 215 MF-$0.65 HC-$3.29 37P.
This report presented a survey of junior college programs that use students to recruit, retain, and follow up disadvantaged students. Programs using students to recruit the disadvantaged at the elementary and junior high school, high school, and community levels were reviewed. Student-to-student programs in the area of retention included the following: recruitment/retention (programs which not only recruit but also retain by providing work in basic skills), tutoring, counseling, financial aids, curriculum advising, and extracurricular activities.

Ivey, Allen E.; and Others. HUMAN INTERACTION: A BEHAVIORAL OBJECTIVES CURRICULUM IN HUMAN RELATIONS. Amherst: School of Education, Massachusetts University, 1970. ED 051 113 MF-$0.65 HC-$3.29 76P.
The University of Massachusetts School of Education has developed a curriculum in human relations--Human Interaction--written from a behavioral frame of reference, whose primary objective is the development of teachers who can act freely and spontaneously with intentionality.

Jackson, Edgar N. GROUP COUNSELING; DYNAMIC POSSIBILITIES OF SMALL GROUPS. 1969. ED 049 400 Not available from EDRS. Available from United Church Press, 1505 Race St., Philadelphia, Pa. 19102 138P.
The volume begins with a discussion of the dynamic nature of small group processes and, more specifically, with how the group might develop social concerns, religious awareness, its own discipline, and the stimulation of individual growth. Group methods for work with junior high youth, senior high youth, young adults, and parents are reviewed.

Jones, G. Brian; and Others. PLANNING AND IMPLEMENTING A COMPREHENSIVE CAREER SYSTEM OF INDIVIDUALIZED GUIDANCE. DESCRIPTION OF A PROGRAM FOR EFFECTIVE PERSONAL PROBLEM SOLVING. THE CCGS PERSONAL AND SOCIAL DEVELOPMENT PROGRAM. Palo Alto, Calif.: Institute for Research in

Behavioral Sciences; Washington, D. C.: American Personnel and Guidance Association; Santa Clara, Calif.: Santa Clara Unified School District, 1970. ED 041 298 MF-$0.65 HC-$3.29 24P.
It is a systematic approach to the development and evaluation of guidance oriented objectives and related instructional and evaluational experiences for students and parents. Assumptions basic to the design are enumerated prior to descriptions of activities which develop, implement and evaluate the CCGS. Activities in four areas are summarized: (1) guidance needs of students; (2) components to meet these needs; (3) implementation of these components through materials and procedures; and (4) evaluation of the effects of the components.

Lee, Jasper S. OCCUPATIONAL ORIENTATION: AN INTRODUCTION TO THE WORLD OF WORK. State College: Mississippi Research Coordinating Unit for Vocational-Technical Education; Jackson: Division of Vocational and Technical Education, Mississippi State Department of Education, 1971. ED 057 235 MF-$0.65 HC-$9.87 213P.
Developed by curriculum coordinating unit staff, this study guide was designed for use by students in occupational orientation classes. Intended to serve as a central core around which class activities may by structured, the guide includes 17 units on topics.

Lowndes, Douglas. FILM MAKING IN SCHOOLS. 1968. ED 037 069 Not Available from EDRS. Available from Watson-Guptill Publications, 165 W. 46th St., New York, N. Y. 10036 ($8.95) 128P.
A program which used practical film study to extend powers of observation and comment and to help young people (ages 12 through 16) develop an understanding of contemporary society is described in this manual.

McClelland, David C. ACHIEVEMENT MOTIVATION TRAINING FOR POTENTIAL HIGH SCHOOL DROPOUTS. ACHIEVEMENT MOTIVATION DEVELOPMENT PROJECT WORKING PAPER NUMBER 4. Cambridge, Mass.: Graduate School of Education, Harvard University, 1968. ED 029 067 MF-$0.65 HC-$3.29 14P.
This pilot project sought to determine if instruction in achievement motivation would help potential dropouts to complete their schooling. Subjects were tenth grade students in a suburban Boston high school. A one-week residential course during winter and spring vacations was taken by one group of six boys and a second group of four. Course content consisted of learning about the achievement syndrome, exercises in self-study, planning future activities, and learning individual responsibility from group living.

Mattson, Judith (Ed.) PEER COUNSELING. CAPS CAPSULE. VOLUME 3 NUMBER 3. BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1970. ED 041 178 MF-$0.65 HC-$3.29 28P.
This issue features the area of peer counseling in the two main articles and a bibliography. Two programs are described--one at the college level, and one in a high school setting.

Niedermeyer, Fred C., and Ellis, Patricia. THE SWRL TUTORIAL PROGRAM: A PROGRESS REPORT. Inglewood, Calif.: Southwest Regional Educational Laboratory, 1969. ED 031 451 MF-$0.65 HC-$3.29
Fifth- and sixth-graders were trained by kindergarten teachers to

tutor kindergarten pupils in reading by using highly structured practice exercises, selected by teachers for each pupil as part of the SWRL's First-Year Communication Skills Program.

Parnell, Dale; and Others. TEACHER'S GUIDE TO SUTOE (SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION). 1969. ED 034 227 MF-$0.65 HC-$9.87 201P.
This guide is a revision of the original Teacher's Guide for SUTOE. There are 10 units presented, including: (1) pupil involvement in SUTOE, (2) self appraisal and self understanding, (3) relating school to occupational planning, (4) the individual's role in the economic system, (5) preparing students for in depth career study, (6) evaluating experiences and planning ahead, and (7) final course evaluation and recommendations. The objectives of each unit and the unit length are given in the table of contents. Suggested implementation is provided in the unit plan for each objective.

Pfeiffer, J. William, and Jones, John E. A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING. VOLUME I. 1969. ED 037 643 Not available from EDRS. Available from University Associates Press, P. O. Box 615, Iowa City, Iowa 52240 ($3.00) 128P.
First in a series, this human relations training handbook contains three types of structured experiences: unadapted "classic" experiences, highly adapted experiences, and innovated experiences.

Riggs, Corinne W. BIBLIOTHERAPY--AN ANNOTATED BIBLIOGRAPHY. 1968. ED 020 874 Not available from EDRS. Available from International Reading Association, 6 Tyre Ave., Newark, Del. 19711 ($0.50 for members, $0.75 for nonmembers)
This annotated bibliography on bibliotherapy is composed of 138 citations ranging in date from 1936 to 1967. It is designed to aid teachers and librarians in modifying the attitudes and behavior of boys and girls. Its listings are arranged alphabetically according to author under the general divisions of books, periodicals, and unpublished materials.

Sanoff, Joan. SELF AWARENESS THROUGH THE CREATIVE ARTS. Raleigh: North Carolina State Department of Labor, 1971. ED 051 338 MF-$0.65 HC-$3.29 28P.
The development of a positive self concept through various art forms provides the foundation for an exploratory course presented to a group of enrollees in the New Careers Program.

Scheinfeld, Daniel R., and Parker, Melita. THE SHARPER MINDS PROGRAM: GROUP PROBLEM-SOLVING FOR THE DISADVANTAGED. Chicago: Institute for Juvenile Research, 1969. ED 034 827 MF-$0.65 HC-$3.29 17P.
This report describes a group problem-solving approach to educating disadvantaged elementary school children. It is suggested that aggressive verbal exchange and active solution to real life problems are potent tools for helping disadvantaged students become active learners and creative participants in society. Methods for conducting such a group following the so-called Sharper Minds Program are described stepwise, along with suggestions for kinds of problems to be used.

Schultheis, Sister Miriam. BUILDING A BETTER SELF-CONCEPT THROUGH STORY BOOK GUIDANCE. Paper presented at the Language Arts and Reading Conference, 1970. ED 044 251 MF-$0.65 HC-$3.29 6P.

Bibliotherapy, identifying with a storybook character, is one of the best ways for a child to gain insight into himself and to have a better understanding of himself and others. To begin this technique, it is necessary for the teacher to become well-acquainted with children's books so that he may be able to give capsule summaries of appropriate stories when the right time comes. The teacher might also categorize books for easy access according to children's problems and needs.

Schuman, Claire S., and Tarcov, Oscar. TO CLARIFY OUR PROBLEMS: A GUIDE TO ROLE-PLAYING. New York: Anti-Defamation League of B'nai B'rith. ED 001 976 MF-$0.65 HC-Not Available from EDRS. 7P.
Role playing is an approach to group discussion which attempts to get maximum participation through the acting out, by a few members of the group, of a concrete example of the problem or idea under discussion. The group first decides on a concrete example, falling within the area of discussion and decides character roles and setting. Next the action takes place, followed by discussion focused on the characters and setting. A list of suggested readings on the use of role playing is included.

Seferian, Albert, and Cole, Henry P. ENCOUNTERS IN THINKING: A COMPENDIUM OF CURRICULA FOR PROCESS EDUCATION. Syracuse, N. Y.: Eastern Regional Institute for Education, 1970. ED 049 980 Not available from EDRS. Available from The Creative Education Foundation, Inc., Buffalo State University College, 1300 Elwood Ave., Bishop Hall, Buffalo, N. Y. 14222 ($1.25) 58P.
The authors have defined process education as the systematic . . . cultivation of those generalizable and adaptive behaviors which underlie all creative activity and which the learner engages in to acquire, organize, and utilize information and experience for effective problem solving and productive living. The curricula listed in this document are representative of those identified as having potential for process education, according to stated criteria.

Sutton, Jeannette Schur; and Others. A PROGRAM TO INCREASE THE MOTIVATION OF LOW ACHIEVING STUDENTS. FINAL REPORT. Syosset, N. Y.: Syosset Central School District 2, 1968. ED 036 954 MF-$0.65 HC-$6.58 114P.
A 3-year guidance program to increase achievement level and motivation admitted 73 low achieving 10th graders. Experimental subjects were assigned to seminar or non-seminar groups; controls remained in the usual slow track. Both experimental groups were divided into smaller groups for flexibly programed classes in English, social studies, and reading and for guidance classes; both groups participated in weekly cultural programs and field trips. The seminars for the one group provided individual counseling, conferences, supervised study, and library work. Students were evaluated throughout the program.

Thoreson, C. E.; and Others. BEHAVIORAL SCHOOL COUNSELING: A DEMONSTRATION OF THE STANFORD CAREER PLANNING PROJECT. Washington, D. C.: American Personnel and Guidance Association, 1969. ED 031 721 MF-$0.65 HC-$3.29
The Stanford Career Planning Project designed and tested the effectiveness of three competing experimental treatments for promoting career exploration in adolescents. They were: (1) group structured stimulus

materials, (2) group social modeling, and (3) a combination of the two. Planned stimulus materials were prepared and used in four group counseling sessions with eight subjects per counseling group. Four video-presented group social models were developed and used in four sessions paralleling the content of the structured stimulus materials.

Vriend, Thelma J. HIGH-PERFORMING INNER-CITY ADOLESCENTS ASSIST LOW-PERFORMING PEERS IN COUNSELING GROUPS. Personnel and Guidance Journal, 1969, 47(9), 897-904.
Operating from the theoretical base that the adolescent social system and group procedures could be incorporated into strategies for improving the school performance of disadvantaged students, a supervised program of peer leadership in counseling and study groups was developed for a group on inner-city high school students. A method of training students to be peer leaders in the groups was developed, and the effects of the program on the academic performance of the selected students were evaluated. In the demonstration program, the example of achieving peers and the support and reinforcement of a group with similar goals provided the impetus for inner-city high school juniors to develop better classroom skills, higher grades, and higher levels of vocational and educational aspirations and expectations.

Ware, Claude, and Gold, Ben K. LOS ANGELES CITY COLLEGE PEER COUNSELING PROGRAM. Los Angeles: Los Angeles City College, 1970. ED 040 713 MF-$0.65 HC-Not available from EDRS. 77P.
A student-counselor-assistant program was initiated at Los Angeles City College (California) in the fall of 1968. Its objectives included determining if these peer counselors could influence the academic success and motivation of socio-economically disadvantaged students to complete the 2-year program, and if they might ultimately help recruit youths into the program.

White, Kinnard, and Allen, Richard. ART COUNSELING IN AN EDUCATIONAL SETTING: SELF CONCEPT CHANGE AMONG PRE-ADOLESCENT BOYS. Winston-Salem: North Carolina Advancement School; Chapel Hill: North Carolina University, 1969. ED 046 011 MF-$0.65 HC-$3.29 17P.
This study was designed to test the hypotheses that (1) pre-adolescent boys show greater growth in positive self-concept when subjected to an art counseling program than when they receive a traditional non-directive counseling program having the same goal; and (2) this difference will continue to exist on into adolescence. Thirty boys who had just completed the sixth grade were subjects for the study. One group of fifteen boys received art counseling; the other group of fifteen boys received only traditional non-directive counseling.

Williams, Susan, and Williamson, Sharon. TEACHER'S GUIDE TO IMAGINATION UNLIMITED. THE MATCH BOOK PROJECT; PROTOTYPE EDITION. BR-5-0710, Boston: Childrens Museum, 1967. ED 034 106 MF-$0.65 HC-$3.29 38P.
The idea of this box of multimedia instructional materials is to surround the children with curious and wonderful objects and experiences which will stimulate them to self-expression. Throughout the box, emphasis is placed upon careful observation and individual interpretation of events.

Zimpfer, David G. GROUP PROCEDURES IN GUIDANCE: A BIBLIOGRAPHY. Rochester, N. Y.. Rochester University, 1969. ED 038 706 Not available from EDRS. Available from New York State Personnel and

Guidance Association, Room 378, Richardson Hall, 135 Western Ave., Albany, N. Y. 12203, 124P.
This bibliography lists comprehensively the literature and research on group procedures in guidance and counseling in educational settings. Books, dissertations, unpublished documents and journal articles are included.

Zuckerman, David W., and Horn, Robert E. THE GUIDE TO SIMULATION GAMES FOR EDUCATION AND TRAINING. APPENDIX: A BASIC REFERENCE SHELF ON SIMULATION AND GAMING BY PAUL A. TWELKER. Cambridge, Mass.: Information Resources, Inc., 1970. ED 044 930 Not available from EDRS. Available from Information Resources, Inc., 1675 Massachusetts Ave., Cambridge, Mass. 02138 ($17.00) 334P.
Simulation games are classed in this guide by subject area: business, domestic politics, economics, ecology, education, geography, history, international relations, psychology, skill development, sociology, social studies, and urban affairs. A summary description (of roles, objectives, decisions, and purposes), cost producer, playing data (age level, number of players, playing time, and preparation time), materials, and a comment are under the name of each game.

ADMINISTRATOR'S MEMO: YOUTH TUTORING YOUTH. New York: National Commission on Resources for Youth, Inc., 1968. ED 026 340 MF-$0.65 HC-$3.29 20P.
This manual, designed for the use of administrators in implementing a Youth Tutoring Youth Program (developed to encourage positive attitudes in tutors towards going to school, holding jobs, and helping others), outlines the employment of underachieving, disadvantaged 14- and 15-year-old Neighborhood Youth Corps enrollees as tutors for elementary school children.

AMERICAN VALUES. SOCIAL STUDIES. SECONDARY EDUCATION. Honolulu: Office of Instructional Services, Hawaii State Department of Education, 1971. ED 056 918 MF-$0.65 HC-$3.29 18P.
This is one of several individualized learning packets to help students clarify the concept of values. The stated behavioral objectives are that students will: (1) relate their actions to their values; (2) predict the outcome of a survey; (3) conduct, compare, and draw conclusions from a survey; (4) identify some of their values; (5) compare American values with values of Japanese society; and (6) relate values to behavior patterns.

CENTER FOR INDIVIDUALIZED LEARNING. TITLE III PROJECTS, END OF PERIOD REPORT, OCTOBER 1, 1966 TO AUGUST 31, 1968. FINAL REPORT. Abington, Pa.: Abington School District, 1968. ED 039 629 MF-$0.65 HC-Not available from EDRS. 194P.
This final report presents the chronology of planning and operating a Title III grant. The following activities in the Abington School District, Abington, Pennsylvania, were financed in part by the Title III grant: (1) inservice training--teachers learned new approaches and techniques for individualizing instruction involving the use of different media; (2) independent study--an existing program was supplemented with additional staff, equipment, and materials; (3) individualized instructional projects--the materials, resources, and personnel to develop many specially designed individualized learning materials were made available; (4) media and technology--

the application of media to individualizing learning was achieved through the purchase of additional hardware and the establishment of a media center with trained personnel.

EGO DEVELOPMENT GUIDE FOR PRIMARY GRADE TEACHERS, K-3. PROJECT BEACON. Rochester, N. Y.: Rochester City School District, [1965]. ED 025 813 MF-$0.65 HC-$3.29 54P.
Background information emphasizing the influence of school situations and teacher attitudes and behaviors upon self-concept growth is presented. Following is a series of suggested units for grades kindergarten to three, geared toward enhancing or modifying positively the self-concept of individual pupils. Emphasis is given to the culturally disadvantaged and to Negro children. Suggestions are made for specific activities and ways of relating the units to the other subject areas in the curriculum.

A GUIDE TO INTERGROUP EDUCATION IN MARYLAND SCHOOLS. Baltimore: Division of Instruction, Maryland State Department of Education, 1970. ED 046 824 MF-$0.65 HC-$3.29 30P.
This guide for teachers K-12 is intended to provide knowledge and techniques of implementation on the subject of eliminating prejudice in the schools. Background knowledge is given in the form of objectives of schools and in the nature of prejudice. Implementation methods are suggested for use in the classroom as well as for the use of resources in the community to change negative attitudes toward minority groups.

A GUIDE FOR TEACHERS OF A COURSE IN CAREER EXPLORATION, GRADES 8-9-10. Stillwater: Oklahoma Vocational Research Coordinating Unit, 1970. ED 049 356 MF-$0.65 HC-$6.58 159P.
Developed by counselors and teachers in a workshop setting, this teaching guide should be of value in planning and implementing a course in career exploration. Designed for use in grades 8, 9, and 10, the guide presents creative ideas for the following units: (1) Know Yourself, (2) World of Work, (3) Use of Occupational Information, and (4) Career Educational Planning. Each unit includes stated objectives, suggested activities, evaluation techniques, and sources of recommended instructional materials.

A GUIDE TO WORK EXPERIENCE EDUCATION AND EMPLOYMENT PLACEMENT: A PROGRAM FOR SENIOR HIGH SCHOOLS. Los Angeles: Los Angeles City Schools, 1969. ED 042 002 MF-$0.65 HC-$3.29 78P.
This manual is intended primarily as an operational guide for school and area work experience coordinators in senior high schools. Contents cover: (1) development of the cooperative work experience education program, (2) various types of work experience, and (3) youth guidance and placement service.

A HUMAN RELATIONS CURRICULUM DEVELOPMENT PROJECT CREATED BY THE PACE ASSOCIATION. Cleveland, Ohio: Program for Action by Citizens in Education, [1970]. ED 045 557 MF-$0.65 HC-$3.29 7P.
After two years of experimental teaching and research in suburban high schools, the Cleveland area Human Relations Curriculum Program is being expanded to include the inner-city and elementary schools. In an attempt to increase man's ability to get along with his fellow man, it employs a multimedia approach including films, documentaries, news clips, novels, plays, and role playing.

IMPROVING INTER-GROUP RELATIONS: A HANDBOOK FOR ADMINISTRATORS AND TEACHERS. Los Angeles: Los Angeles City Schools, 1963. ED 001 593 MF-$0.65 HC-Not available from EDRS. 13P.
Suggestions and techniques are outlined to help the administrator and school staff implement a human relations program aimed at improving inter-group relations. The characteristics of three sample schools located in changing neighborhoods and one school with socio-economic stratifications in the Los Angeles area are described. Areas of ethnic group sensitivity are discussed.

INTERGROUP RELATIONS - A RESOURCE HANDBOOK FOR ELEMENTARY SCHOOL TEACHERS, GRADES 4, 5, AND 6. Albany: New York State Department of Education, University of the State of New York, 1963. ED 001 543 MF-$0.65 HC-Not available from EDRS. 48P.
In improving educational opportunities it is an important step to provide a better knowledge and a broader understanding of minority groups. Such methods and techniques include the use of films, literature, and community resources. These materials should provide new insights for teaching students to understand, accept, and respect individuals who come from cultural backgrounds which are different from their own. A bibliography for both children and teachers concerning intergroup relationships is listed, as are intergroup relation agencies.

LIFE SKILLS: A COURSE IN APPLIED PROBLEM SOLVING. Prince Albert (Saskatchewan) Canada: Saskatchewan NewStart, Inc., 1971. ED 048 611 MF-$0.65 HC-$9.87 204P.
This paper describes a Life Skills Course developed by Saskatchewan NewStart Inc. The course represents an attempt to integrate educational and psychotherapeutic principles and techniques for the development of personal competence in many aspects of life among the disadvantaged. It provides the student with competence in the use of problem solving skills in the areas of self, family, community, leisure, and job. Learning groups are formed which contain approximately ten students and their learning guide who is called a coach. Students participate in about 65 lessons.

MOM, THEY LIKE ME! SUMMARY REPORT ICS (IMPROVE SELF CONCEPT), A THREE YEAR INNOVATIVE PILOT PROJECT FOR LOW ACHIEVING PUPILS. Paw Paw, Mich.: Paw Paw Public Schools, 1970. Ed 046 023 MF-$0.65 HC-$3.29 91P.
The project design included the development of a 12-month program in three phases: (1) summer session, during which relationships between parents, teachers and pupils were developed, (2) a two-week camping program, the purpose of which was to learn through everyday living experiences, and (3) the school year program with its provisions for a personalized curriculum, self-paced instruction, on-the-spot counseling, and a continuous progress concept.

OCCUPATIONAL ORIENTATION: AN INTRODUCTION TO THE WORLD OF WORK. TEACHERS HANDBOOK. PRELIMINARY DRAFT. State College: Curriculum Coordinating Unit, Mississippi State University, 1969. ED 050 279 MF-$0.65 HC-$9.87 226P.
Developed by curriculum coordinating unit staff, this teacher's handbook was prepared for use in planning and implementing a course in career orientation. Material for the course is divided into eight instructional units which correspond to Roe's eight categories, namely: (1) Service, (2) Business Contact, (3) Organization, (4) Technology, (5) Outdoor,

(6) Science, (7) General Culture, and (8) Arts and Entertainment.

OUR GREATEST CHALLENGE: HUMAN RELATIONS GUIDE TO INTERGROUP EDUCATION IN SCHOOLS. Harrisburg: Department of Public Instruction, Commonwealth of Pennsylvania, 1962. ED 001 035 MF-$0.65 HC-Not available from EDRS. 57P.
The classroom techniques for intergroup education are divided between elementary and secondary grades. In elementary grades, special techniques are applied to social studies language arts, science, mathematics, art education, music education, health and physical education. The techniques in the secondary schools are applied to U. S. history, world history, and world cultures, civics, problems of American democracy, geography, economics, English, modern foreign languages, science, mathematics, vocational arts, music, and physical education. Group life in school as well as intergroup relations is explained. The role of the teacher and the administration are presented.

PROCEEDINGS FOURTH ANNUAL CONFERENCE OF GUIDANCE PERSONNEL IN OCCUPATIONAL EDUCATION. Albany: Bureau of Guidance, New York State Education Department, 1970. ED 047 326 MF-$0.65 HC-$3.29 62P.
The conference reaffirmed that nearly all Americans have needs for the facilitation of career development. In order to meet such needs one must purposely examine: (1) the outcomes which vocational guidance and placement are intended to facilitate; (2) the processes by which persons attain such outcomes and factors which thwart or negate such development; (3) the preparation, competencies, and skills which must be possessed by those who facilitate the outcomes; (4) the potential contributions of different specialists; and (5) the technology or media which can strengthen the potential impact of these personnel. (RSM)

PROJECT ESSAY. THE DEVELOPMENT AND TESTING OF INSTRUCTIONAL MATERIALS TO ENCOURAGE SELF-UNDERSTANDING AND SELF-DIRECTION IN ADOLESCENT YOUTH. FINAL REPORT. BR-9-E-109, Dearborn, Mich.: Dearborn Public Schools, 1971. ED 048 081 MF-$0.65 HC-$3.29 19P.
The objective of the project reported here was to devise and put into operation a social studies program for junior high school students in the seventh and eighth grades. The objectives for this program were to develop the informed individual with: (1) a good self-concept with a sense of individual worth; (2) a sense of moral judgment; (3) a valid understanding of the nature of race and of the many misconceptions about race now prevalent; (4) respect ethnic groups and their achievements; (5) understanding of the nature of conflict as a constant in human living and of socially acceptable ways of resolving it; and (6) understanding of the many roles an individual assumes as a member of society and the influence these roles have upon him.

SUGGESTED TEACHING-LEARNING APPROACHES FOR CAREER DEVELOPMENT IN THE CURRICULUM. Minneapolis: College of Education, Minnesota University, 1968. ED 053 289 MF-$0.65 HC-$6.58 182P.
Resulting from a conference were teacher formulated behavioral objectives and activities that should prove useful in needed program development. In most instances the stated objective is followed by a statement of rationale, enabling objectives, and innovative teaching-learning approaches.

VOCATIONAL GUIDANCE MODELS, A REVIEW. Albany: Bureau of Guidance, New York State Education Department, 1969 . ED 038 533 MF-$0.65 HC-$3.29 53P.
The five projects presented in this report illustrate different approaches to vocational guidance.

WORLD OF WORK: GRADE NINE. TEACHER'S GUIDE FOR THE SCHOOL YEAR 1967-1968. Minneapolis, Minn.: Minneapolis Public Schools, 1968. ED 031 723 MF-$0.65 HC-$3.29 36P.
This manual is designed to serve the classroom teacher as a guide to the accompanying televised series of programs on the world of work. The Television Series is designed to give a broad overview of many occupations, by bringing into the classroom more than fifty "guests" from all levels of preparation: the semi-skilled, the skilled, the technical, and the professional.

THE WORLD OF WORK: INCREASING THE VOCATIONAL AWARENESS OF ELEMENTARY SCHOOL CHILDREN. A GUIDEBOOK FOR TEACHERS AND GUIDANCE COUNSELORS. Trenton: Division of Vocational Education, New Jersey State Department of Education, 1969. ED 038 511 MF-$0.65 HC-$3.29 65P.
This guidebook was developed to enhance teaching techniques and related media for expanding the vocational awareness of elementary school children. The emphasis is placed on approaches that should enrich the child's understanding of work as a function of man, the importance of the development of man's abilities in relation to the progress of his civilization, and on how the child may relate these to his own individuality.

Foster, Florence P. PLANNING PARENT-IMPLEMENTED PROGRAMS: A GUIDE FOR PARENTS, SCHOOLS AND COMMUNITIES. Trenton: New Jersey State Department of Education, 1969. ED 036 322 MF-$0.65 HC-$3.29 53P.
This booklet is the product of a small but diverse group of parents and professionals who came together to try to alleviate the problems posed by the escalating struggle for power in the schools. Follow Through is explained as an extension of Head Start and the booklet relates some of the work of the New Jersey Work-Study Conference which proposed a plan for parent involvement.

Jones, W. Ron; and Others. FINDING COMMUNITY: A GUIDE TO COMMUNITY RESEARCH AND ACTION. 1971. ED 051 034 Document not available from EDRS. Available from James E. Freel and Associates, 577 College Avenue, Palo Alto, California 94306 ($3.45), 224P.
For those concerned with contemporary social problems, whether as students, members of community groups, or individual citizens, this book attempts not only to describe the issues, but also to offer some starting points for local research and action. As an educational tool, it is based on the belief that a good way to learn about a community is to get involved with it.

Joslin, Leeman C. (Ed.) PROCEEDINGS OF THE NATIONAL SEMINAR ON VOCATIONAL GUIDANCE IN THE PREPARATION OF COUNSELORS (UNIVERSITY OF MISSOURI, COLUMBUS, MISSOURI, AUGUST 20 - 25, 1967). Washington, D.C.: American Personnel and Guidance Association; American Vocational Association, 1967. ED 024 826 MF-$1.30 HC-$6.58 137P.
The major emphases of the seminar were: (1) programs and services needed to facilitate vocational development of youth and adults, (2) the preparation of personnel to staff these programs and provide these services, and (3) available and potential resources to enhance the vocational aspects of counseling and counselor education programs.

McDaniels, Carl (Ed.) CONFERENCE ON VOCATIONAL ASPECTS OF COUNSELOR EDUCATION HELD AT AIRLIE HOUSE, WARRENTON, VIRGINIA, DECEMBER 12-15, 1965. Washington, D.C.: George Washington University, 1966. ED 010 016 MF-$1.30 HC-$6.58 101P.
Background Papers at the conference included--(1)"Needed Counselor Competencies in Vocational Aspects of Counseling and Guidance," by K. B. Hoyt, (2) "Survey of Current Training Approaches, Format Materials, and Curriculum Content in Vocation Aspects of Counselor Education," by R. W. Strowig and F. A. Ferrone, (3) "Research in Vocational Development--Implications for the Vocational Aspects of Counselor Education," by H. Borow, (4) " Some Proposed New Developments in Vocational Aspects of Counselor Education," by J. W. Loughary, and (5) "Manpower Legislation of the Sixties--A Threat and a Promise," by T. J. Cote.

Nix, Harold L. IDENTIFICATION OF LEADERS AND THEIR INVOLVEMENT IN THE PLANNING PROCESS. Washington, D.C.: Public Health Service (DHEW), 1970. ED 047 231 MF-$0.65 HC-$3.29 55P.
Attention is focused upon the interstitial, or inbetween, groups of organizations in the communities, as well as upon the conjunctive or competitive nature of the relationships within them. An effort is then made to offer some modifications to the many classifications of types

of community leaders and structures of community power. Attention is further directed to the identification of community leaders, organizations, and factions and to their involvement in the health-planning processes.

Purdy, Leslie. A STUDENT VOLUNTEER SERVICES BUREAU. Los Angeles: ERIC Clearinghouse for Junior College Information, California University, 1971. ED 053 719 MF-$0.65 HC-$3.29 24P.
This topical paper discusses a proposal for a student volunteer agency operating with or under the auspices of a college, but as an alternative to a comprehensive community college education.

Rittenhouse, Carl H. PARAPROFESSIONAL AIDES IN EDUCATION. PREP-XII. Washington, D.C.: Division of Information, Technology, and Dissemination, Office of Education (DHEW), 1969. ED 034 906 MF-$0.65 HC-$3.29 53P.
The nine documents in this kit are the result of a nationwide survey of research and development findings and current practices in the use of paraprofessional aides. The subjects discussed in this report are: planning, funding, and administering aide programs, roles and functions of aides; recruitment, placement and supervision of aides; evaluation of aide performance and programs. Also included are a list of sources for aide program information, samples of aide training programs and a list of current related documents available from ERIC.

Sayler, Mary Lou. PARENTS: ACTIVE PARTNERS IN EDUCATION. A STUDY/ACTION PUBLICATION. Washington, D.C. American Association of Elementary, Kindergarten, and Nursery Educators, 1971. ED 050 823 MF-$0.65 HC-$3.29 33P.
This pamphlet describes a program to promote effective home-school relations and reflects the belief that parent-teacher cooperation is essential for the best education for children. Discussed are specific steps that teachers can take to involve parents in the classroom and some of the fears and attitudes that may influence the behavior and effectiveness of parents.

Swanson, Mary T. YOUR VOLUNTEER PROGRAM: ORGANIZATION AND ADMINISTRATION OF VOLUNTEER PROGRAMS. Ankeny, Iowa: Des Moines Area Community College, 1970. ED 052 414 MF-$1.96 HC-$9.87 205P.
This handbook presents the steps that must be taken to assure an effective and meaningful volunteer program. The handbook is comprised of the following chapters: I. Volunteering--History and Philosophy; II. Areas of Volunteering; III. Board--Purpose and Functions; IV. Organizations of Volunteer Service; V. Recruitment and Promotion; VI. Interview and Placement; VII. Orientation of Volunteers; VIII. Retention of Volunteers; IX. Record Keeping; X. Budgets and Financing; and XI. Evaluation of Program.

Tanck, James. COLLEGE VOLUNTEERS. A GUIDE TO ACTION: HELPING STUDENTS TO HELP OTHERS. Washington, D.C.: National Program for Voluntary Action, 1969. ED 052 694 MF-$0.65 HC-$3.29 83P.
This manual describes a variety of approaches a college or university can take to support student volunteers. It summarizes six models of volunteer programs currently in use on campuses and describes in detail a seventh "comprehensive" model that allows the school to assist and give general direction but permits students freedom to run their own programs.

FEASIBILITY STUDY OF CAREER LADDER CURRICULUM AND GUIDANCE AND COUNSELING. Sacramento: California State Advisory Council on Vocational Education and Technical Training, 1971, ED 050 260 MF-$0.65 HC-$3.29 24P.
Discussions with council members, a review of relevant documents, contacts with legislative personnel, and interviews with vocational personnel in the California State Department of Education were the sources of information used to determine the feasibility of a "Career Ladder" curriculum. It was concluded that the career preparation of all people must be developed on a broad basis, that vocational education must be introduced at the kindergarten level and carried on through the community college level, and that the career ladder concept may be the most desirable curriculum to achieve these results.

HANDBOOK FOR COMMUNITY ORGANIZATION. Durham, N.D.: Foundation for Community Development, 1969. ED 053 357 MF-$0.65 HC-$3.29 62P.
This booklet is designed to assist persons who are beginning to work as community organizers. Community organization follows certain patterns: (1) the organizer must enter the neighborhood and learn about its people and problems in the community; (2) the people then get together to form Neighborhood Councils to work on the specific problems of their neighborhood; (3) these councils develop strength through successfully dealing with neighborhood problems.

HOW TO ORGANIZE A SCHOOL VOLUNTEER PROGRAM IN INDIVIDUAL SCHOOLS AND SUGGESTED VOLUNTEER AIDS. Los Angeles; Los Angeles City Schools, 1968. ED 036 463 MF-$0.65 HC-$3.29 45P.
The publication describes School Volunteer Program of Los Angeles. The purpose of this pamphlet is to describe the general operation of the program and to introduce a variety of materials and guidelines related to the following topics: (1) recruitment and selection procedures, (2) preservice orientation and inservice training of school volunteers, (3) program administration and organization (including a differentiation of the responsibilities of staff coordinator, classroom teacher, school volunteer chairman, volunteer area coordinator, and school volunteer); and (4) suggested areas of service (differentiating responsibilities according to services requiring minimal, average, or special skills or training.)

IMPLICATIONS OF CAREER DEVELOPMENT THEORY AND RESEARCH FOR COUNSELOR EDUCATION. BR-6-1886, New York: Teachers College, Columbia University, 1967. ED 024 078 MF-$1.95 HC-$9.87 214P.
The major presentations, printed here, consisted of: (1) recent methods of modifying traditional teaching-learning relationships; (2) recent findings from the career pattern study; (3) recent developments and prospects in occupational fact mediation; (4) sociological aspects of career development; (5) the psychology of time utilization; (6) recent findings collected by the American College Testing Program and the National Merit Scholarship Corporation; and (7) the disadvantaged and vocational development.

A MANUAL FOR GUIDANCE PERSONNEL IN AREA OCCUPATIONAL CENTERS AND IN ALL OCCUPATIONAL EDUCATION SETTINGS. Albany: Bureau of Guidance, New York State Education Department, 1970. ED 041 120 MF-$0.65 HC-$3.29 42P.
Guidelines for specific service areas of occupational guidance cover selection and admission, counseling, student appraisal, coordination, student and public information, job placement, and evaluation and research.

In each of these areas, guidance personnel will find objectives, needed aids and activities for accomplishing objectives, current and suggested offerings by New York State Area Occupational Centers, suggestions or comments for performance, and useful forms and materials.

PARENTS AS PARTNERS IN DEPARTMENT PROGRAMS FOR CHILDREN AND YOUTH, A REPORT TO THE SECRETARY OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. Washington, D.C.: Task Force on Parent Participation, Department of Health Education and Welfare, 1968. ED 050 185 MF-$0.65 HC-$3.29 65P.
Participation includes membership of parents on advisory committees, opportunities for parents to serve as volunteers and employees, and a family-centered focus and maximum coordination of services in health, education, and welfare programs designed to serve children and youth. Particular emphasis should be placed on programs for poor families and those of minority-group status. It is necessary to develop programs that strengthen the family unit, which is under many diverse stresses and pressures.

PROGRAM RESOURCE HANDBOOK. Terre Haute, Ind.: Vigo County Public Library, 1970. ED 046 484 MF-$0.65 HC-$3.29 81P.
The program resource handbook brings together individuals, groups and organizations who are constantly looking for resource materials for programs and those who are looking for opportunities to present their programs and services to the public.

SUGGESTED TEACHING-LEARNING APPROACHES FOR CAREER DEVELOPMENT IN THE CURRICULUM. Minneapolis: College of Education, Minnesota University, 1968. ED 053 289 MF-$1.30 HC-$6.58 182P.
Recognizing the need to provide classroom teachers with teaching aids usable in career development, a federally subsidized project was conducted by the University of Minnesota during the summer of 1968. Resulting from this conference were teacher formulated behavioral objectives and activities that should prove useful in needed program development.

A WORKING CURRICULUM PAPER ON TECHNOLOGY AND THE WORLD OF WORK AND CAREERS. Cleveland, Ohio: Department of Education, Case Western Reserve University, 1970. ED 052 359 MF-$0.65 HC-$3.29 20P.
This paper is concerned with technology as an area of study in education and how children might learn about technology. The curriculum strategy is intended to help the student gain the skills needed to enable him to earn his way in society, to understand his part in the work force, to understand how technology affects his life, to try out tentative career directions, and to find out about his skills, abilities, interests, beliefs, and values as they apply to technology, the "world of work", and "self."

Alkin, Marvin C., and Woolley, Dale C. A MODEL FOR EDUCATIONAL EVALUATION. Paper presented for PLEDGE Conference, 1969. ED 036 898 MF-$0.65 HC-$3.29 12P.
An evaluation model is presented for educational decision makers with evaluation defined as "the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision-makers selecting among alternatives."

Anderson, Dale G.; and Others. GUIDANCE EVALUATION GUIDELINES. GUIDELINES FOR EVALUATION OF COUNSELING AND GUIDANCE PROGRAMS. Olympia: Washington State Board of Education; Pullman: Washington State University, 1967. ED 049 480 MF-$0.65 HC-$3.29 37P.
After a short discussion of: (1) the importance of evaluation, (2) its guiding philosophy, (3) evaluation of staff qualities, and (4) evaluation techniques, the dimensions of an evaluation study are delineated. They include: (1) organizational and administrative structure, (2) physical facilities, (3) guidance personnel, and (4) guidance services.

Bosdell, Betty. RESEARCH GUIDELINES FOR HIGH SCHOOL COUNSELORS. New York: College Entrance Examination Board, 1967. ED 017 956 Not available from EDRS.
This research guideline includes seven articles on methodology by which school counselors can design and conduct research studies relevant to their own schools and districts. Generalizations concerning the initiation of the study, procedures for analyzing and reporting the data, and interpretation of the data are given in the introduction.

Campbell, Robert E.; and Others. THE SYSTEMS APPROACH: AN EMERGING BEHAVIORAL MODEL FOR VOCATIONAL GUIDANCE. A SUMMARY REPORT. RESEARCH AND DEVELOPMENT SERIES NO. 45. BR-7-0158, Columbus: Center for Vocational and Technical Education, Ohio State University, 1971. ED 047 127 MF-$0.65 HC-$3.29 33P.
The primary purpose of this project was to develop a procedural model for improving vocational guidance programs in senior high schools. Using a systems approach, the model: (1) emphasizes student behavioral objectives, (2) gives alternative methods for accomplishing these objectives, (3) provides program evaluation strategies, (4) incorporates guidelines for program change adjustments, and (5) can be operationally demonstrated in pilot locations and subsequently replicated in other locations.

Glessner, Leonard E. HANDBOOK FOR EVALUATORS. Pittsburgh, Pa.: Office of Research, Pittsburgh Public Schools, 1969. ED 035 980 MF-$0.65 HC-$3.29 62P.
This handbook, designed as a guide for new evaluators in the Pittsburgh Public Schools, provides an orientation to the "Discrepancy Evaluation Model" and a detailed outline of the administrative procedures necessary to conduct day-to-day activities in the first two stages of program evaluation.

Gordon, Edmund W. 1970 APGA RESEARCH TRAINING PROGRAM. FINAL REPORT. BR-0-0184, Washington, D. C.: American Personnel and Guidance

Association; New York: Teachers College, Columbia University, 1971. ED 056 351 MF-$0.65 HC-$3.29 62P.
This report describes the initial planning, participant selection, and participant evaluation of 5 1970 American Personnel and Guidance Association (APGA) Research Training Sessions. All were designed specifically to improve the quality of research skills and competencies of trained counselor educators. The 5 sessions, each 5 days long, were entitled: (1) Computer Technology in Guidance; (2) Systems Research for Counselors, Counselor Educators and Supervisors; (3) Utilizing Research to Improve Counseling Programs; (4) Field Oriented Research in Ecological Studies and Development Models for Counselors, Counselor-Educators, and Supervisors; and (5) Problems of Research Supervision and Consultation.

Hiemstra, Roger P. PROGRAM PLANNING AND EVALUATION: A BIBLIOGRAPHY. Lincoln: Department of Adult and Continuing Education, Nebraska University, 1971. ED 056 285 MF-$0.65 HC-$3.29 22P.
Meant to serve as a guide to literature concerning program planning and evaluation, the format of this bibliography is a simple planning and evaluation model. The bibliographic material cited is related to one of the four model components, as follows: (1) Clientel Analysis and Need; (2) Establishing Objectives; (3) Program Planning (Models, Principles and Procedures; Tools; General and Miscellaneous Planning Information; and Decision-Making/Problem Solving); and (4) Evaluation. The 229 items cited are either books or journal articles.

Hilton, Thomas L. COMMUNITY AND SCHOOL CLIMATE QUESTIONNAIRE. BR-6-1830, Princeton, N. J.: Educational Testing Service, 1971. ED 056 065 Not available separately; see TM 000 861. 13P.
The three part questionnaire is designed to elicit responses from administrators, counselors, teachers and students. Part one queries administrators and counselors regarding community, school and counseling statistics. Part two examines teacher attitudes toward vocational and technical education, while the last section elicits student response to current vocational programs, to the counseling programs in their school and to their future plans. See also TM 000 861-862, 864, and TM 000 915-916.

Isaac, Stephen, and Michael, William B. HANDBOOK IN RESEARCH AND EVALUATION. 1971. ED 051 311 Not available from EDRS. Available from Robert R. Knapp, Publisher, P. O. Box 7234, San Diego, Calif. 92107 ($4.95) 193P.
This book contains a collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences. It is not a technical, detailed study, but an overview, a summary of alternatives, an exhibit of models, and a listing of strengths and weaknesses, useful as a checking and comparing aid for researchers.

Nix, Harold L. IDENTIFICATION OF LEADERS AND THEIR INVOLVEMENT IN THE PLANNING PROCESS. Washington, D. C.: Public Health Service (DHEW), 1970. ED 047 231 MF-$0.65 HC-Not available from EDRS. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402 ($0.35) 55P.
Attention is focused upon the interstitial, or inbetween, groups of organizations in the community, as well as upon the conjunctive or

competitive nature of the relationships within them. An effort is then made to offer some modifications to the many classifications of types of community leaders and structures of community power. Attention is further directed to the identification of community leaders, organizations, and factions and to their involvement in the health-planning processes.

Ryan, T. A. AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION 1970 PRESESSION SYSTEMS RESEARCH FOR COUNSELORS, COUNSELOR EDUCATORS, AND SUPERVISORS. FINAL REPORT. Honolulu: Hawaii University, 1970. ED 042 225 MF-$0.65 HC-$3.29 34P.
This is a report of a five-day training session on systems research for counselors, counselor educators, and supervisors. The training session was an advanced program dealing with the use of systems research for planning and evaluating counseling, counselor education, supervision and related programs. The primary aims of the program were to: (1) develop participants' knowledge and understanding of systems research concepts and principles; and (2) to develop participants' proficiency in using systems techniques for planning and evaluating counseling, counselor education, supervision, and related areas.

Skelton, Gail J., and Hensel, J. W. THE CHANGE PROCESS IN EDUCATION: A SELECTED AND ANNOTATED BIBLIOGRAPHY. FINAL REPORT. BR-7-0158, Columbus: Center for Vocational and Technical Education, Ohio State University, 1970. ED 041 108 MF-$0.65 HC-$3.29 97P.
This document was developed as a working paper by a research staff concerned with the change process in vocational and technical education. Abstracts are arranged under the following headings: (1) Empirical Works on the Change Process, (2) Theoretical or Non-Empirical Works on the Change Process, (3) Collections of Readings on the Change Process, (4) Bibliographies on the Change Process, and (5) Works from Dissertation Abstracts.

Spiess, Kathryn H. (Ed.) A GUIDE TO EVALUATION: MASSACHUSETTS INFORMATION FEEDBACK SYSTEM FOR VOCATIONAL EDUCATION. FIRST TECHNICAL PROGRESS REPORT. Boston: Massachusetts Research Coordinating Unit for Vocational Education, 1969. ED 034 071 MF-$0.65 HC-$6.58 121P.
A total educational information system for evaluation of vocational education in Massachusetts is described. Specifically, the evaluation guide describes the evaluation plan, reveals the philosophy of evaluation upon which the design was built, outlines the processes of evaluation called for in the design, introduces the forms for data collection that will be used in the design, and acts as a reference manual for those persons at the local level responsible for conducting specified segments of the design.

Stufflebeam, Daniel L. EVALUATION AS ENLIGHTENMENT FOR DECISION-MAKING. Columbus: Evaluation Center, Ohio State University, 1968. ED 048 333 MF-$0.65 HC-$3.29 52P.
The need for competent formal evaluation programs, particularly for new federally assisted programs, is expressed. Problems in defining educational evaluation and its requirements, in designing such evaluations, and 3 possible sources of faulty conceptual bases for evaluations, are presented. An attempt is made to define evaluation in general, to analyze emergent problems of educational change, and to identify the types of decisions for which evaluations are needed in these programs.

Wear, Maurice, and Basom, Myron. ACCOUNTABILITY IN EDUCATION. EDUCATIONAL ADMINISTRATION WORKSHOP. SUMMER, 1970. Laramie: College of Education, Wyoming University, 1970. ED 055 359 MF-$0.65 HC-$3.29 89P.
The writings discuss accountability at the national, state, and local levels and explain the application of planning, programing, and budgeting systems to the accountability concept. The report presents methods for evaluating both schools and their staffs as means for implementing an accountability system. Appendixes include a paper explaining performance evaluation, a list of internal and external evaluation guides, and a bibliography of evaluation criteria materials.

Wick, John W., and Beggs, Donald L. EVALUATION FOR DECISION-MAKING IN THE SCHOOLS. 1971. ED 053 221 Not available from EDRS. Available from Houghton Mifflin Company, 53 West 43rd St., New York, N. Y. 10036 ($4.85) 268P.
This book was written for teachers, administrators, professional specialists in the schools, and students in training in an effort to acquaint them with educational research and measurement techniques produced by experts in these areas.

FLORIDA'S STRATEGY FOR STIMULATING CONSTRUCTIVE CHANGE AND SELF-RENEWAL IN EDUCATION. Tallahassee: Florida State Department of Education, 1971. ED 055 051 MF-$0.65 HC-$3.29 10P.
The state's strategy for stimulating constructive change is to help clarify objectives, develop analysis techniques, and stimulate self-renewal. Each of these elements is considered in some detail.